DOCUMENT RESUME

ED 151 301 95 SP 011 906

TITLE	Midwest Regional Teacher Center Conference Proceedings.
INSTITUTION	Illinois State Office of Education, Springfield.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.; Upper Midwestern Region Interstate Project, Madison, Wis.
PUB DATE	Mar 77
NOTE	94p.
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS	Conference Reports; Educational Opportunities; Federal State Relationship; Financial Support; Handicapped Students; *Inservice Teacher Education; *Program Development; Staff Improvement; *Teacher Centers; *Trend Analysis
IDENTIFIERS	Education Amendments 1976; Education for All Handicapped Children Act

ABSTRACT

This document presents proceedings of the Midwest Regional Teacher Center Conference, designed to create an awareness of Illinois' teacher centers, as an opportunity for staff development for center personnel, and to provide a forum to explore the potential, rationale, evaluation processes, and vital issues of the teacher center concept. Presented in the document are reports on (1) an overview of center development, funding sources, and future plans in Illinois; (2) an explanation of the rationale behind PL 94-482 (the Teacher Centers Bill) and the role of federal and state agencies in its implementation; and (3) views on teacher staff development and inservice training, history and development of the concept, and political and educational factors responsible for the teacher center movement. The document also reports on (1) work being done in Illinois to coordinate inservice training opportunities for both regular and special education teachers in regional special education, gifted, and teacher centers; (2) implications of PL 94-142, Education for All Handicapped Children Act; and (3) studies of working models of various forms of teacher center operation and governance. (MJB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED151301

MIDWEST REGIONAL

CONFERENCE PROCEEDINGS

Prepared and Produced by the

Illinois Office of Education

Dr. Joseph M. Cronin

State Superintendent of Education

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SP011 906

Funded in Part by

Upper Midwest Regional Interstate Research Project

Wisconsin Department of Public Instruction

126 Langdon Street

Madison, Wisconsin 53109

FOREWORD

This document describes the proceedings of the Midwest Regional Teacher Center Conference, held March 2 - 4, 1977 at the Holiday Inn, Evanston, Illinois. The Conference was funded by a grant from the Upper Midwest Regional Interstate Research Project under the Elementary and Secondary Education Act of 1965 (Public Law 89-10, Title V, Sec. 505). The participating states are Illinois, Indiana, Michigan, Minnesota, Ohio and Wisconsin. The Conference was supported in part by the United States Office of Education, Department of Health, Education and Welfare. The views and opinions expressed herein do not necessarily reflect the position or policy of the USOE or the participating state education agencies and no official endorsement should be inferred.

The Conference was cosponsored by the Illinois Office of Education, the Chicago Consortium of Colleges and Universities and the Illinois Teacher Centers. I wish to express my gratitude to the cosponsors and to each member of the Conference Coordinating Committee. The members are as follows:

Dr. John Beck, Executive Director
Chicago Consortium of Colleges and Universities

Cheryl Christensen, Director
Glenview Teacher-Operated Teacher Center

Pam Crawford, Conference Intern
Illinois Office of Education

Sharon Feiman, Researcher
University of Chicago

Virginia Giddens, Educational Consultant
Illinois Office of Education

Shirley A. Harris, Conference Coordinator
Illinois Office of Education

James Kregg, Teacher
Chicago Consortium of Colleges and Universities

Dorothy Woods, Educational Consultant
Illinois Office of Education

The Conference appears to have been successful in achieving its objectives and positive feedback has been received concerning the training received, the ideas shared and the impact that has occurred and will take place in the future. By describing the proceedings in detail it is hoped that the Conference will continue to have impact and that this report will be utilized as a reference in future and existing teacher center/ teacher training efforts.

Thank you again to all those involved in making the Midwest Regional Teacher Center Conference possible.

Joseph M. Cronin
State Superintendent of Education

TABLE OF CONTENTS

	Page
TEACHER CENTER COMMUNICATION PROGRAM	1
KEYNOTE ADDRESS, Joseph M. Cronin	3
Concurrent Sessions A(1-5)	12
1A - Resources, the Community and Exchange Networks	12
2A - Teachers'/Administrators' Point of View	13
3A - Media and the Teacher Center	13
4A - Review of the Literature and Research	14
5A - Developing a Cooperative Teacher Center Model	31
Second General Session	32
Teacher Inservice Training - Dr. Louis Rubin	32
The Teacher Center Bill and Educational Reform - Dr. Allen Schmieder	35
Concurrent Sessions B(1-4)	38
1B - Media and the Teacher Center (Repeat)	38
2B - Proposal Writing	38
3B - Implications of Piagetian Research for Teachers of Teachers and Teachers of Children	40
4B - Teacher Centers and the Role of Teacher Organizations	40
Concurrent Teacher Center Tours	42
Tour #1 - South. Teacher Curriculum Work Center	42
Tour #1 - South. Special Education Media and Information Service (SEMIS) Center	42
Tour #2 - West. Teacher Operated Center (TOC).	42
Tour #2 - West. Northwest Educational Coopertive	42
Tour #3 - North. Professional Development and Resource Center - North	43
Tour #3 - North. Education Resource Center	43
Concurrent Sessions C(1-4)	45
1C Implications of Piagetian (Repeat)	45
2C Proposal Writing (Repeat)	45
3C P.L. 94-142 - The Education for All Handicapped Children Act	45
4C Age of Computer and Other Information Systems	46

Page

Concurrent Sessions D(1-4) 48

1D A Case Study of Ongoing Change 48

2D Me-You-Them and the Teacher Center 51

3D Policy Implications of Teacher Center Evaluation 51

4D Resources, the Community and Exchange Networks (Repeat). . . . 58

Last General Session 59

Teacher Growth in Perspective - Dr. Louis Rubin. 59

List of Presenters 67

List of Participants 75

Illinois' Teacher Center Communication Program

In July, 1976, the Upper Midwest Regional Interstate Research Project, Wisconsin Department of Public Instruction, Madison, Wisconsin, awarded the Teacher Center Communication Program to the Illinois Office of Education, (ESEA Title V, Sec. 505). Shirley Harris, Educational Specialist for the Office, was named coordinator of the program. The objectives of the program were to disseminate teacher center information to the upper midwest states, plan a formal conference, and prepare a handbook on Illinois' teacher centers.

A survey was initiated in September, 1976, to establish the extent of awareness and involvement of the state education agency personnel in the states of Ohio, Indiana, Michigan, Minnesota, and Wisconsin. State school superintendents identified centers in their states as well as personnel involved in "centering" and information was disseminated on the teacher center concept that has developed in Illinois.

The Midwest Regional Teacher Center Conference was held in Evanston, Illinois, on March 2-4, 1977, to create an awareness of Illinois' teacher centers, as an opportunity for staff development for center personnel, and to provide a forum to explore the potential, rationale, evaluative processes, and vital issues of the teacher center concept.

The Midwest Regional Teacher Center Conference was cosponsored by the Illinois Office of Education, Chicago Consortium of Colleges and Universities, and the Illinois Teacher Centers. Presenters were selected based on their particular expertise and special skill areas. The presentations were models of instructional techniques with emphasis on the use of media and materials and activities planned to involve the participants in active, participatory learning.

Three general sessions were presented to coordinate the overall objectives of the Conference. Dr. Joseph Cronin, State Superintendent of Education in Illinois, presented an overview of center development, funding sources, and future plans. Dr. Allen Schmieder, United States Office of Education, offered an indepth explanation of the rationale behind the new federal legislation, P.L. 94-482, teacher centers program and the role of the federal and state agencies in its implementation. Dr. Louis Rubin, Professor of Continuing Professional Education, University of Illinois, presented an objective and experienced viewpoint on teacher staff development and inservice training, its history and development to the present, and the political and educational factors that have been responsible for the teacher center movement.

A major part of the Conference was a series of tours to teacher centers where participants could experience program activities with center staff and see firsthand the facilities, media and materials collections, an industrial waste recycle project, and various curriculum production areas.

Flexibility of the Conference program provided time for an ad hoc group to meet to work on future plans and discuss regional issues. A communication center offered mediated presentations on centers and an assortment of printed materials available from centers.

A special focus of the Conference involved the work being done in Illinois to coordinate inservice training opportunities for both regular and special education teachers in regional special education, gifted, and teacher centers. The implications of P.L. 94-142, Education for All Handicapped Children Act, were presented and several sessions provided

opportunities for regular and special educators to work together.

Finally, the Conference presented a working model of cooperation among the various groups working in teacher staff development. Faculty from colleges and teacher organizations, local school districts, special education, and state education agencies came together in cooperative working groups and presented ideas, offered suggestions, shared training, and initiated development just as those planning teacher centers will be doing in the future.

The Upper Midwest Regional Interstate Research Project has published and disseminated the handbook entitled The Teacher Center in Illinois: A Different Way to Grow by Shirley A. Harris. It is designed as a guide for teachers and administrators based on Illinois' teachers center development. All Conference participants will receive a copy. Additional copies may be obtained by writing to Upper Midwest Interstate Research Project, Wisconsin Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702.

Conference Objectives

A. Below is a list of objectives that were developed for the Conference from surveys and interviews.

1. To become aware of the purpose, operation and potential of teacher centers.
2. To express and receive ideas and information on pertinent topics relevant to instructional and creative uses of media and materials.
3. To experience a conference organization model which stresses total involvement of participants.
4. To receive training or information regarding specific child-use or training materials, systems, and programs.
5. To meet trainers from around the country who have expertise you may want to utilize in the future.
6. To receive training in organizing, conducting and managing teacher centers.

B. The following is a list of possible impact strategies that could be implemented as a result of the Midwest Teacher Center Conference.

1. Develop a teacher center in your state or area using information obtained from the Midwest Regional Teacher Center Conference.
2. Replicate a workshop model presented at the Conference or at the center.
3. Invite a consultant to replicate a workshop presented at the Conference.
4. Plan a training conference using some aspects of the model used at the Conference.
5. Revise one of your training presentations in accordance with new ideas or information obtained at the Conference.
6. Secure additional training in a procedure or product that was presented.
7. Contact someone you met at the Conference for information on material about which he/she is knowledgeable.
8. Disseminate products or information acquired at the Conference to educators in your area.

First General Session

Keynote Address by Dr. Joseph M. Cronin

Teacher Centers: The Next Five Years

About a year ago when talk about a national teacher center bill was going around, I wondered if we could establish Illinois in some kind of leadership position. I had visited several centers in local communities, and I could sense a readiness for the concept. Both Champaign and Urbana had teacher centers. There were a number in the Chicago suburbs. It turned out that in our own special education department, Gloria Calovini and Shirley Harris were talking about what future needs we might have, especially if we were to implement a least restrictive alternative policy under special education which the State Board of Education quite willingly endorsed. It was coming up in the federal legislation (Public Law 94-142). What did that mean in terms of the existing network of Regional Educational Media and Information Services and local learning resource centers and how could we link that?

As Shirley carried out her work and developed a list of teacher centers, adding together both the single purpose and multi-purpose centers, it turned out that we have more than three dozen. She has been busy compiling information about who is served, how they are financed, how many people staff centers, etc. The wonderful discovery was that Illinois had a very good headstart in terms of identifying a network of teacher centers within our state, and we're very eager and willing to share what we've learned with others in the entire country and especially in the Midwest.

Teacher centers appear to fall into two general categories. One of them is the single purpose center with a particular focus. Almost a decade ago, the state of Illinois established a network of gifted centers which were designed to be backup centers, whereby those teachers in gifted programs in local school districts could get program ideas, materials, and resources. These have been funded at the level of more than half a million dollars a year, now, for more than six years. We have special education centers which many states have. We have centers at state universities, essentially single focus centers--one in science education, one in math, and in metric education. Then we have, in addition, multi-purpose centers where elementary and high school teachers can come in and work on problems of their own choosing. They can come in once a month, a week, a day and develop materials and teaching aids, work on seasonal projects, plan ahead, or perhaps to figure out how to squeeze observance of Susan B. Anthony Day in between Lincoln and Washington. A good way to get and share resources, materials, and ideas is through the teacher center. Other tasks of the teachers' own choosing can be handled in these multi-purpose centers. They are deliberately designed to have an atmosphere where teachers can feel comfortable coming in with their problems, not having problems imposed.

One of the problems that a state administrator tends to worry about is how should we and do we support programs of systematic inservice teacher

development. There appear to be four main sources of support. The focus these days is on the new federal legislation, but let's take a look at all the sources available. We have a sizable sum of money (about half a million dollars a year) already invested in a network of ALRC, REMIS centers - some of them tied to universities. This is useful in talking about what new money will be coming from the federal government. We have a number of bilingual education programs supported with federal funds, three centers in Chicago alone and one in Arlington Heights that deal with northern Illinois, and other downstate school districts with concentrations of bilingual children. The federal government already puts a fair amount of money into inservice education opportunities at existing centers.

There is a second kind of support - from the state itself. Some of this money is disseminated through universities. Southern Illinois University, Edwardsville, has played a significant leadership role in establishing several special focus centers. There are other grants that can be sought by a university to establish these centers.

The willingness of state universities to establish centers is significant. The other state source is the money for the gifted centers in the vicinity of 600,000 dollars a year. A third source is from county or multi-district resources. In Cook County, Dick Martwick, Superintendent of the Educational Service Region, puts some funds into the Des Plaines Teacher Learning Center which serves several districts. There are other combinations where several districts contribute funds. A fourth source of funds is exclusively local. The Glenview Teacher-Operated Center is an item in the local budget and that is the case with Lincoln Education Center, Urbana, and with the three Professional Development and Resource Centers in the various areas of Chicago. These are four different sources of support, and we should not get stuck on a single track. The federal government has a new bill, and this could be a source for some new seed money, but there is a lot in place already. Some of the centers have been skillful in making sure that they have a broad base of support.

What does the immediate future hold? The news is that the Carter administration has put five million dollars out of a possible 75 million dollar authorization into the new budget for teacher centers. Clearly, it's just a fraction of the amount that could be allocated. People who look at any one federal program generally miss the point that the authorization level is usually set much higher than the appropriation level and the levels are determined by a totally different set of characters in the Congress. One committee handles appropriations and a different committee sets authorizations. The members of committees like education and labor set the authorization, and they know that all the money isn't going to be there. Then the appropriations people worry about whether or not they are going to help the President balance the budget or work for overrides later. With the democratic President and democratic Congress, the chances of expanding that dollar amount does exist. This is a year when the new administration must begin work on next year's budget immediately, and they have had relatively little to do with the budget prepared by the Ford administration. Some skeptics in Congress doubt if the full 75 million dollars authorized could be spent wisely if it appeared all at once in the first year

of a federal program.

Those are pragmatic, governmental, and political considerations. The interesting thing is, you can start doing some calculation about how they will divide the five million dollars among all the worthy projects submitted.

It's still early. We don't know what the plan will be. One of the ways to divide it is to just give each of the states 100,000 dollars; or they might say, no state will get less than 50,000 dollars because even the smallest should get something. What does 50 or 100 thousand dollars buy? Maybe two or three professional staff or two or three clerks or technicians. We are not talking about a huge amount of federal funds. Even if a population weighting is used and the bigger states here in the Midwest get 200,000 dollars each, that still isn't a lot of money. Comparing this with what is available in special education for service centers, half a million, or in gifted education, half a million, then you get some sense of the proportion. In spreading it around, it could amount to about 25 cents per teacher. That doesn't buy much in terms of service. We should all be humble and realistic in terms of what funds are available.

You might also want to look simultaneously at Public Law 94-142, the Education for All Handicapped Act. It's a bill that covers ages 3-21. We have estimated in Illinois there may be as many as 400,000 children and young adults effected by this program. Some of the concepts and principles in the new statute include having an annual evaluation, and having sophisticated multidisciplinary team diagnosis of learning difficulties. These concepts are enshrined in this new landmark legislation.

The notion that we should educate these handicapped children as close to the home school district as possible in the least restrictive alternative or mainstreaming is a heady notion, one which most schools are not ready for and one that could require the massive retraining of practically everyone. Virtually all teachers, counselors, and principals in the next year or two should begin a program to understand how to cope with a child that may have some kind of handicap. People understandably become frightened about their inability to deal with the handicapped because their original training hadn't equipped them to deal with them. There will still be a percentage of seriously handicapped children with whom no school system can cope.

The general push will move in the other direction. Parents will be entitled to ask the LEA what provisions they are going to make for their child. I'm suggesting that the retraining and inservice training needed to respond to this bill will be very substantial. The dollars are substantial. We get about 12 to 15 million dollars a year in federal funds. The state puts in 140 million dollars for services to handicapped children. It looks like we will have an increase each year of 10 to 15 million dollars added on for the next four or five years until we get up to 80 to 100 million dollars. It looks like the state will have to match this with 100 million dollars between now and 1982. This is a big enterprise.

Handicapped education is a growth sector in American education. It means fulfilling the mandates in states, many who have anticipated it to an extent. It means fulfilling court decisions, saying that every handicapped child has the right to an

appropriate free education which may be in a public or a private setting. But the responsibility more and more will be on the public schools to define how they are going to handle these problems.

It is quite possible that the retraining and inservice monies under special education would far exceed the teacher center money - that maybe this is even more desirable. As we begin to change, renew, and alter the handicapped appropriations at the state or federal level, we begin to see this not as competitive or separate teacher center legislation but as very compatible, integrative legislation.

According to Public Law 94-142, a certain amount of money must be passed through to the local school district. Using the California state plan as an example, perhaps the other states should request or require that as much as 10 or 12 percent of the money be spent on inservice training to prepare educators on how to cope with this massive piece of legislation. It occurred to me that this new law will be the King Kong statute, meaning that while it moves through, everything will stand still and watch it. It is a major development in education not yet fully appreciated on campuses or in state agencies in terms of impact. It is dawning on us that all the new money in education in the next three or four years could go into fulfilling this one federal act. Here's where the new dollars are and anything we do in inservice training that ignores Public Law 94-142, we do at our peril. It means bringing together regular education and special education in some new, different and dramatic ways.

The AACTE meeting here in Chicago for the next few days is bringing together about 1,200 people. They feel teacher education institutions in general have been left out of the teacher center legislation. They had hoped that maybe teacher centers could be affiliated with or satellites of public universities. The NEA and AFT didn't want it that way and so there was a provision for their involvement in the legislation. A provision also called for a majority of teachers to control a supervisory committee over the teacher centers. It looks as though universities will not monopolize or have the major say in inservice education legislation.

The federal government must decide what to do with new dollars for education. Decisions had to be made very quickly. The Ford budget was announced about three weeks before he left office. About one month was available for the new administration to make changes. There was little that could be done with the budget except to reallocate about 350 million dollars of new funds with Title I, because Secretary Califano has said this is a major priority and concern. The real Carter budget will not become evident until next year.

How do we set up networks where the data needed on new ideas, new techniques comes into the hands of those who need it? Teachers, meanwhile, are trying to get more say over the inservice required in order to move up on a salary schedule or to be rewarded for professional growth activity. In Illinois we have everything ranging from the 19th century teacher institutes to a panel of teachers designing the workshops utilizing universities' faculty, Program Service Teams of the state office, and classroom teachers known to be excellent in certain skill or problem areas.

With this system we are moving to a more

relevant way of inservice education. At the same time some teachers are saying, "Let us design the program, not institutes or workshops or one-shot inservice opportunities, but a continuous program of the availability of staff development resources." That is the continuum. How do we organize for continuing teacher inservice and for what purposes?

A fundamental conflict exists between university people and classroom teachers. University people by and large take this attitude. You want to gain in skill and knowledge - then come to the campus, enroll in a course and be counted in our calculations of full-time equivalent students and faculty workload. You will be lectured to by a professor unless you are enrolled in an advanced seminar where you will prepare a paper or research a topic. You will accumulate units which may or may not be tied into a research interest of the professor and possibly, if you plan carefully, you can polish all this into a Ph.D. or an E.Ed. which meets university requirements. This is the preferred style of universities.

The teacher, on the other hand, doesn't necessarily want to go to the campus. The teacher would like to have something at the school or someplace close with parking and would not like to have a lecture but a chance to talk to other teachers about practical ideas. The teacher would like to have a chance to look at materials that would have some impact on the classroom with no desire to have more examinations. That teacher hopes to get some credit, an available coffee pot, and the opportunity to interact with other adults for social unity which the profession by and large denies them. This conflict has to be identified and explored. Some universities know that their traditional format won't work, and some have pioneered in developing new ways. Professor Tom O'Brien of Southern Illinois University is one of the leaders trying to redesign and rethink and find bridges between these fundamentally different ways to provide inservice.

Who should set the objectives for these programs of inservice education? I'm very sympathetic, enthusiastic, and feeling very warm about teacher centers where teachers can come in and find help and resources in solving their problems.

As an advisor to the State Board of Education and trying to make sure Illinois moves ahead, I keep thinking what it is that I would like to see school districts and teachers do. One critical and priority need is and was for classroom materials - say in metric education. As I went around the state in the first 90 days, only about one in seven classrooms had materials on metric education. I wondered why some kids were getting this and the others were not. Also, our Illinois Inventory of Education Project, which is an adaptation of a national assessment, shows that only about 10 per cent of 11th graders and only 20 per cent of the fourth graders know how to deal with metrics. This mirrors the adult need for the same. The State Board of Education sees this as a priority to meet the national mandate in the next four to five years for conversion to the metric system.

Classrooms need to change and have newer materials, and teachers need to have the opportunity for inservice education. Metric education is a specific measurable goal in which we could begin to measure student achievement. Another need is in the area of mainstreaming and special education. These should be

a state and national priority. Every professional in the country should have additional training in a systematic way. If a teacher gets a mildly-emotionally disturbed child and does not have the training to cope with the problems, then at that point, the teacher's need is paramount to the national and state need. We can anticipate that one teacher out of ten will have a handicapped child and will need additional training.

Secretary Califano, in a meeting with state superintendents a few weeks ago, brought out another need - desegregation. The Civil Rights Act of 1964 will be enforced. This means hundreds and hundreds of teachers will have to have some training in human relations in coping with mixed classes.

There will need to be some help for training teachers. Some funds will have to be invested. At the same time you will have teacher needs for materials, methods, and media. The state and federal people are saying we will help you if you tackle some of these broader issues of a social or racial priority.

I have three cautions I wish to leave you with. First, if you want substantially increased state and federal dollars, you have to look at the current priorities: special education, metrics, mainstreaming, bilingual, vocational, and career education. Second, it is possible and desirable to develop a state strategy to look at a sensible division of labors. We should consider the needs of school districts and individual schools. What kind of concentration of resources do we need? Do we need one teacher center for a district, or several, or 1,000 for the state? We have some very good resource centers now providing materials and inservice workshops. We have one school district with nine children and another with 523,000. Do we need some centers that are backup centers for others?

We have some organization problems to consider, also some staff problems. How do we allocate resources on limited funds? How can we meet the needs of teachers at the local level and also those of the state and federal government? Should we have a strategy or should it be laissez' faire where everyone writes a proposal and relies on sheer grantsmanship? Can the funds be distributed in a just and equitable way? An unplanned, unguided approach will see the "have's" getting more and the "have not's" getting nothing. Some communities won't even know about the teacher center legislation for four or five years.

I think it's desirable to develop a state strategy and improve the level of teacher staff development. How to do it, I'm not sure. This should be one of the questions to consider in the next two or three days. Some of you from out of state and those of you from Illinois can help us think about it. The legislation gives IOE a proposal review prerogative built into the law. We need to know how that's going to work. I would hope we could use existing resources so we don't go out and start new approaches.

The third caution is this: higher education and teachers should alter their expectations and attitudes if there is to be true genuine collaboration. Both must change somewhat. Our Program Service Teams have the responsibility to serve as brokers between teachers and the universities. If this gets competitive, we will not satisfy national

or individual priorities. A marriage or a partnership must happen for us to design appropriate systems of inservice education for the future. Thank you very much for the privilege of being with you.

Questions and Answers:

Q. I'm from Michigan. Have state funds in Illinois been directed to centers or universities?

A. These, for the most part, are federal funds - over half a million dollars a year.

Q. Who in your department will be responsible for developing this project so that ideas can be channeled?

A. At the moment, Shirley Harris is working full-time on teacher centers and others are working part-time. People like Larry Freeman are working in teacher education. Questions, requests, and comments will go to Shirley Harris who is helping us think about it. We should be collecting ideas from a lot of people - university people, teacher organizations, and administrators--to get a plan developed from a lot of discussion about the issues.

Q. John Beck - Your comment about cooperation between the universities and schools is very important. In the last ten years the Chicago Consortium of Colleges and Universities has had some part in putting forth the teacher center concept. We would like to continue building this partnership.

A. That's a welcomed invitation. I'm going to ask Virginia Giddens and Dorothy Woods of the Chicago PST to brainstorm this with you.

Q. I'm Allen Schmieder from OE. There is a journal out that's going to look at special education and inservice education. I have two points: I was delighted to hear you talk about the relationship between teacher centers and the new Public Law 94-142. I've been looking at state plans and, for the most part, they are not giving the priority to staff development that they should. I haven't read Illinois' yet. I see a lot of information in them about seminars, institutes, workshops, and a lot of rhetoric about packaging. We've heard very little about what we've learned in the last decade on staff development. My second point: Congress doesn't trust people in staff development to do what they say they'll do. So they say this money has to go to bilingual, to special education, to metric education, and these groups don't talk to each other or to staff development people, and I see the same problem in special education. The states will have to break up those categories, find some way to force the marriage you're talking about. What kind of staff development do you feel will be necessary in special education and how will Illinois begin to break down those categories and have some sharing of ideas and services?

A#1. It seems to me that the big focus in Public Law 94-142 is an appropriate education in the least restrictive environment, and that means that every teacher will have to become familiar with the philosophy of special education. We can't live in isolation; we must see the total picture. There are a number of parallel systems already developed in every state. We have Area Learning Resource Centers, the NIE dissemination grant, and others. I think we need a comprehensive plan so that one service compliments another instead of duplicates. We are very much aware that this is the key to the whole thing.

A#2. Larry Chase - Sharing across these categories

is being developed in one project I'm involved in right now with IOE. It is to develop a model to use the best technology in staff development that is currently available. We intend to use what we've learned in the last ten years about successful and unsuccessful inservice training programs. The model being developed will be a statewide model emphasizing team development training, to deal with human relation skills, process skills, and the communication blocks. The purpose is to develop effective Pupil Personnel Services teams that can work in the classroom with teachers to implement Public Law 94-142.

You've identified several ingredients - one is the opportunity for cross fertilization of problems and solutions between areas. Another is networking - sharing expertise and consultants. There are enough sources of funds and grants to look at multi-purpose activities. The federal government comes with bilingual, career education, and special education in such a way that we are lured into the trap of starting a totally new inservice system for every category.

Q. I'm from Wisconsin. I see something that's missing. Inservice has to start in local school systems. Teachers and administrators have to understand the function of inservice in and for that school district. What is staff development supposed to do? We need to have strong local support. I'm hearing about federal programs and federal money, but what are you doing in Illinois to help LEA's to get strong programs of inservice going in local schools?

A.#1 I don't think we're there yet. I'm interested in local development, but there have to be some things trickle down. We can start to develop that support and encourage the LEA to begin to plan. This Conference will help us plan.

A.#2 I'm in vocational education in Illinois. We are planning to ask the LEA's to apply one- and five-year plans with a system of staff development that is locally based. Monticello put together a local model for staff development. They have compiled the needs of the individual teacher in the district and those outside the district. They have identified the resources that they have and have tried to come up with a model for a system in staff development. The first thing that teachers did was to get a position statement from the local board of education saying that the district endorsed, promoted, and would support it.

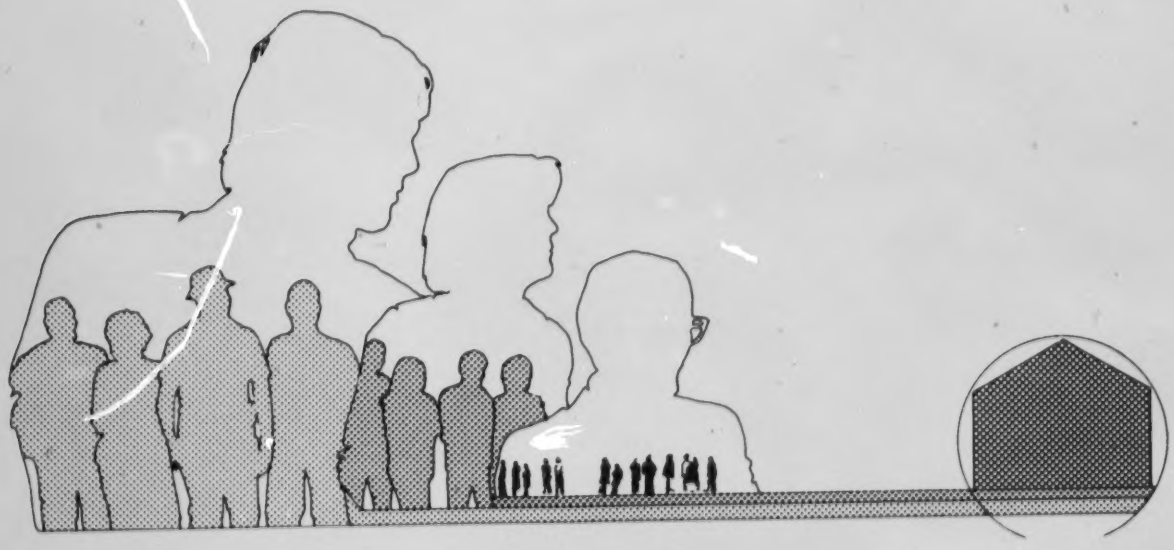
A.#3 Schmider - I've heard some generalities about universities becoming more relevant. The universities' purpose for the most part is not to be relevant. Most discoveries come from basic research. When I hear remarks about the feds imposing things on us, just remember that most things coming through Congress are based on local needs. One of the reasons we are being defeated in education and staff development is because people often hold name positions. Rather than talking about what is needed or how NIE can be more relevant, we ought to give them more money.

Q. We need clarification of what is inservice. The communication process needs to be implemented. Nothing will really happen, like changes occurring in schools, unless you get the local commitment. When state or federal funds are gone, we all know what happens. We hear that inservice is boring, dull, and not relevant. Then you begin to ask,

how can we get something happening at the local level. I asked the question and I don't think I got an answer. Inservice training has to be facilitated in the local school systems. Communication has to be opened up to develop inservice criteria.

Q. I'm a school administrator. How are you going to distribute the money evenly?

A. A system needs to be developed where this can happen. Affluent districts have proposal writers who write beautiful eye-appealing proposals, and they generally get the funds. Smaller districts, low on funds, cannot hope to compete with these professional proposal writers. Now, we have started to look at some of the issues: funding, governance, needs, local support, universities, and others. This Conference should be a good beginning.



CONCURRENT SESSIONS A (1-5)

1. Resources, the Community, and Exchange Networks

Dr. William Fibkins

I have just completed a new book to be released by Seymour Sarason of Yale called Resources, Community and Exchange Networks. The focus of this session will address the notion of limited resources and the needs of teachers to form a helping network - using each other's skills - the how's and why's of setting up such networks in public schools and utilizing community resources, school resources, etc., to develop a "curriculum" which deals with the needs of all the adults in the school, teachers, principals, support staff, secretaries, etc. A part of the presentation will focus on the notion of a "barter system" of exchanging people between school districts and building without using money - a barter economy in the schools and specific attention to the how's and why's of setting up such programs in elementary and secondary schools, and the role of the teacher center advisor.

The following text was prepared from Dr. Fibkin's presentation by Sharon Cox, REMIS Coordinator, Decatur, Illinois:

Teaching is not as it used to be. Teachers need to be supported, with encouragement that they are working in a difficult job, and are doing a fine job. They need to know there are effective, alternative methods that can be utilized, too. Teachers need not be threatened by the desire to learn, because it is not a reflection of an inability to teach effectively, but rather, a recognition of their desire to be even better. The insight was shared, that "as teachers learn students learn." Inservice through teacher centers can provide this.

Teachers' centers provide an area where teachers can communicate about their work. Communication processes are established in businesses, yet oftentimes, following college training, teachers are semi-isolated in their classrooms.

Teacher centering is not a place, but a philosophy. It is difficult to "sell", but the outcome is highly productive and positive.

It was suggested that there was a need to be more responsive to the community - a need for a school to build community consciousness. Unlike the 1950's and early 60's, students (or parents) didn't like to "hang around" school. Something has happened to that lack of involvement, and students and parents recognize that school is a good place to be. Educators need to communicate. For example, Dr. Fibkins shared the illustration that the only thing he knew about the new school his fifth grade son was attending is that it had a detention room. Teachers need to communicate what occurs in a "normal" day. Are there common occurances to which the parents can relate? For example, how does a teacher handle rebellious remarks or threats?

One teacher from Pennsylvania shared the excitement of the possiblities and outcomes that result in teacher centering. After being a well-paid and top-notch teacher within the system for a number of years, she still felt that there were "new" things that she could still learn in order to do an even better job teaching her students. The only thing she knew to do was to re-enter the university scene in order to help deter the

extreme educational "blahs". A teacher center is another avenue for educational renewal!

In conclusion, teacher centering is effective! Teacher centering is productive! Teacher centering works!

2. Teachers'/Administrators' Point of View - Cheryl Christensen, Maria Desmond

The teacher panel was comprised of three members: Ms. Cheryl Christensen, Coordinator of the Teacher Operated Teacher Center in Glenview; Ms. Dorothy Crow, a physical education teacher for the Glenview School District who is on the Board of Directors for the Teacher Operated Teacher Center; and Ms. Lynn Marrow, an elementary teacher from the Urbana School District who is affiliated with the Lincoln Educational Center. The administrator panel consisted of Ms. Maria Desmond, principal of the Meadowood Elementary School in Crete; Dr. Donald Holste, Associated Superintendent of Urbana School District 116, and Dr. William Attia, Superintendent of Glenview District 34.

Panel members discussed teacher center topics and answered questions from the audience as related to their own point of view and expertise. Some of the topics included the teacher center as a place versus the teacher center as a concept; teacher controlled versus administratively controlled centers; and curriculum in the teacher center.

3. Media and the Teacher Center - Richard Young

The use of media in the training of children is a proven and very widely accepted concept. This session is designed to help the teacher, supervisor, the resource person and the administrator recognize the potential of media and application of media to the learning process. It is not what the teacher must do in order to teach that is important, but what the student must do in order to learn. This tells us, then, that one of the prime considerations is student, or learner, involvement in that form of media selected to mediate any given learning situation.

This presentation places emphasis on teacher and student-made media using the simple camera and the varied techniques of using the overhead transparency. A hands-on activity involved all participants in making slides with the visual-maker and in the production of various examples of transparencies to be used in the classrooms with the students. Slides in the classroom have a myriad of applications and many suggestions and examples are given. By their very nature, the visual impact is lost by reducing to narrative explanation the visual communication that selected sets of slides can give. However, sets and units of slides shown depict teacher-made and student-made slides; captioned as well as nonverbal slides; slides for preschoolers through secondary, used as class units and for independent student use; and slides the parents can use with their children to augment the learning value of the classroom and relate those situations to the home environment.

The considerations that would make selecting photographic prints, rather than slides, were discussed. Media as a pre-and post-test has its place in most classrooms.

The overhead transparency continues to be one of the most usable media forms. Ideas to create student involvement were shown by the use of opaque objects. The technique of overlays and moveable parts and various combinations were discussed and demonstrated.

4. Review of the Literature and Research on Teacher Centers: Historical and Current Perspectives - Dr. Yvonne Waskin

Due to timelines and question and answer period, Dr. Waskin was not able to present her speech in its entirety at the conference session. The following is the complete text of the speech prepared for the Midwest Regional Teacher Center Conference:

Thank you, Mr. Chairman. It is exciting to be here with people who share the interest I have in teacher centers. As your chairman said, I teach in the College of Education at Michigan State University. Since we are a land grant college, part of our work is to provide services for the people of Michigan and so almost every faculty member in the College of Education has an off-campus assignment as part of the teaching load. For example, I teach both graduate and undergraduate courses on the campus but almost every term I also teach an evening or late afternoon class in another city, small or large. My field is language arts, so I usually have a graduate class in Advanced Methods and Materials for Teaching Language Arts, perhaps in the Detroit area, in Niles, Saginaw, or, we even go as far north as Traverse City or the Upper Peninsula. Many of us also fill requests from many school districts to provide inservice help to teachers. Many of us are in the classrooms in schools almost every day in connection with field service experiences we provide our undergraduate students. Just this month, I spent a day in a school system near Flint helping teachers reorganize the language arts curriculum for that particular school system.

I tell you this because it helps to illustrate a point I want to make and that is that even though I may be an employee of a university, I am in touch with what is happening in the public schools and classrooms. Often university people are accused of being unaware of what is going on out there in the real world of schools, and this is a justifiable accusation in some cases, but I think more and more we can see that situation improving. University people realize that in order to provide service and insight into the real problems of education today we must go out from the campuses, our offices and classrooms, and experience with public school teachers and administrators just what the real situation is. And so, please be assured that I am here today not posing as an expert to expound on what the problems are and to offer pat solutions to those problems, but to discuss with you what has been happening in this country in the realm of inservice education and what the prospects are to make this area, which has always been a problem area, a more meaningful, productive experience for university faculty and for people on the firing line, the classroom teachers. You are really the experts and I am most anxious to share with you your reactions to what I am going to present to you today.

Consequently, let me explain what I have planned for this session. Mrs. Shirley Harris of the State Department of Education in Illinois, who is the coordinator of this conference, charged me with the responsibility to share with you the development of teacher centers in the United States and the implications this movement has, in effect, to share my thinking of the historical prospectives and projections

for the future. Therefore, to fulfill my responsibility, I have divided my presentation into four parts. First, I will sketch the development of teacher centers in the United States. Second, I want to show you the results of my survey of 50 existing teacher centers. Thirdly, I will review for you the discussions and research relating to teacher centers which have appeared in educational literature during this past year. And fourth, I hope to bring this all together and to draw some conclusions about what I feel are promising practices in this movement and where I see the concept of centering moving in the near future. I hope that if you have questions and comments as I move along, you will feel free to speak out. This is designed to be a sharing session, not a lecture! When I have finished my part, I would like to have all of us share our opinions on these issues. So we will allow ample time for that during the last half of the session.

Because of my interest in inservice education as part of my job and because of my fascination with the teacher center movement as I had heard about it and read about it, I did a study in 1976 of the growth of this movement in the United States with an eye to determining what the implications were for teacher education, namely, what influence this movement might have on the preservice training of teachers in our teacher preparation institutions and the continuing education of teachers after they had made entry into the profession. In order to accomplish this task, I first read everything I could find on the topic. I discovered that the impetus to improve inservice education began as early as 1948, actually. In that year, the Flowers Committee, a subcommittee of the American Association of Colleges of Teacher Education published School and Community Laboratory Experiences in Teacher Education. This report pointed out the need to involve all factions of the American educational system in personnel development--the community, elementary and secondary education, colleges and universities and state departments of education. Others in that same organization, the A.A.C.T.E., continued the efforts of the Flowers Committee. In February of 1967, A. Brooks Smith et al., edited Partnership in Teacher Education. The National Education Association had committees that were considering these developments as well. In 1966, the National Commission on Teacher Education and Professional Standards, a subcommittee of the N.E.A., published Who's In Charge Here: Fixing Responsibilities For Student Teaching. In 1967, the same committee published A New Order in Student Teaching: Fixing Responsibility For Student Teaching. All of these publications addressed themselves to the problems of the partnerships involved in improving educational personnel. The notion that universities alone could not prepare teachers for life-long professional careers in a four-year undergraduate experience was beginning to take root in the educational processes of this era.

According to most of the chronicles tracing the history of the teacher center movement, the next most significant development influencing action in the United States was the establishment of teacher centers in England. The subsequent publicity in this country sparked the imagination of many educators, creating a rush to jump on the teacher center bandwagon Although teaching centers in England had not

been in existence long enough to withstand the test of time, and had not been evaluated by extensive research, the concept was enthusiastically accepted in American educational circles. Spurred by Stephen K. Bailey's article in the Phi Delta Kappan in 1971 and other reports from England, teaching centers began to appear in many locations. According to Schmeider and Yarger, "amazingly, within six to eight months of the appearance of Bailey's article, some 75 to 100 teacher centers were reportedly in operation in the United States."

Since 1971, other noted educational agencies have advocated the teacher center approach. The United States Office of Education started a number of demonstration centers with its Task Force 1972 as an outgrowth of the competency based teacher education movement. The Ford Foundation supported a comprehensive school improvement program. The National Association of Independent Schools organized a communications network and the American Federation of Teachers, the United Federation of Teachers and the National Education Association published position papers outlining possible models. At least four states, California, Florida, Texas and Vermont adopted legislation related to the development of teacher centers and other states adopted policies supporting centers. The idea, the concept, caught the attention of many persons in education and all of its peripheral areas. To those who had long searched for a viable vehicle to promote the continuing growth of the rank and file in the profession, teaching centers were viewed as the possible solution to their problems. The parity in the educational community, so long advocated by community educators, comes close to reality in the teacher center concept. Thus, with all this promise, it is not surprising to discover that this apparent panacea for all educational ills related to professional development has received such attention and shown such growth.

Teacher centers existed in other countries as well as England and we tend to overlook this. In Russia, teachers are required every three years to attend renewal educational sessions at certain centers specified by the central government. This has been in effect for years. Vere DeVault, of the University of Wisconsin, explored the center movement in Japan where renewal education was high priority with the Ministry of Education. The publicity about the center concept caught the imagination of many educators in this country who were under pressure to upgrade teacher performance and to meet the demand for accountability. They saw this concept as the vehicle they had been looking for and suddenly the movement to establish teacher centers in the United States was underway.

The reading I did sparked my interest and I decided to survey the teacher centers that existed in this country to discover how they had come into existence and how they were operating. I prepared a questionnaire which was designed to provide me with information in 13 different categories. Most important of these were items related to finance, governance, locations, programs, the extent of involvement of secondary and elementary education, personnel of the teacher centers, the extent of the involvement of university personnel and plans for the future. The most difficult part of my search was to identify the teacher centers that the literature had so glowingly described! But eventually I had a list of 70 centers in 19

states to which I sent my questionnaire. Fifty of these centers responded. I believe that means that I had a 72% return, which is a respectable figure on which to base results. Let me show you some of the more significant data.

The teacher center movement began in the United States in about 1966. The movement grew slowly until about 1970, saw a significant increase by 1973, and then tapered off slightly by 1975. The statistics show that of the teacher centers surveyed, 9% were established before 1970 and 91% were established since 1970, which is a powerful indicator of their rapidly ascending popularity.

The groups primarily responsible for organizing these teacher centers were found to be in the classification of university personnel and local classroom teachers predominantly, with local, county and intermediate school district administration assuming a significant role. This information leads to the conclusion that educators at the university level and groups of classroom teachers collaborated to bring about the establishment of teacher centers in most instances.

SUMMARY BY NUMBER AND PERCENT WITH MEAN NOTED OF THE EXTENT OF INFLUENCE OF GIVEN AGENCIES ON THE INCEPTION OF A GROUP OF TEACHER CENTERS

CATEGORY	MEAN (On a 1-7 Values Scale)
1. University personnel	3.7
2. State Department of Education	2.2
3. State government	1.9
4. Local classroom teachers	4.2
5. Classroom teachers organizations	2.6
6. County school administration	2.6
7. Intermediate school administration	2.3
8. City school administration	2.8

A surprising finding in the survey was that teachers' organizations (unions) were not reported to have been predominantly instrumental in establishing teacher centers although in the questionnaire respondents had the opportunity to indicate this. Persons in educational circles have rumored widely that the American Federation of Teachers, the United Federation of Teachers, the National Education Association and the various state educational associations were highly influential in supporting the teacher center concept. This fact is not indicated in this survey.

An important aspect of the initial organization of any agency is the procedures followed to establish policy. A part of this study asked the respondents to indicate to what extent certain groups provided input in developing operational guidelines for the teacher centers. Evidence gathered indicated that the boards of directors provided the greatest amount of influence with classroom teachers, university personnel and school administrators mentioned next.

Since it was found that these are the groups comprising the boards of directors, it follows that all of these groups contributed to the development of policy. It is important to note here that state agencies were not primarily involved although later data revealed that they

initially contributed a large share of the financial support base for the teacher centers.

A SUMMARY BY NUMBER AND PERCENT WITH MEAN NOTED OF THE EXTENT TO WHICH GIVEN AGENCIES WERE INFLUENTIAL IN DEVELOPING OPERATIONAL GUIDELINES FOR 43 TEACHER CENTERS

	CATEGORY	MEAN (On a 1-7 Values Scale)
1.	Board of Directors	4.4
2.	School Administrators	3.9
3.	Classroom Teachers	4.6
4.	University Personnel	3.7
5.	State Agencies	2.3
6.	Lay Citizens	3.0

Governance

Governance of the teacher center was considered to be an important issue. The debate in the literature concerning equitable representation on the Board of Directors of teacher centers was given a great deal of emphasis as was the question of how these board members are elected or appointed. The survey revealed that 78% of the teacher centers responding are governed by a board of directors and that 34% of them elected board members, supposedly from among the constituents of the teacher center, while 64% reported that board members were appointed. The next important factor was to determine which agencies appoint or elect the members of the board. The statistics indicate that the greatest number of board members are selected by (1) the administration of the school districts, (2) teachers at large, (3) teachers' organizations, (4) affiliated universities, and (5) community citizens groups, in that order. It can be assumed then that since the larger percentage of board members are appointed and that the largest appointing group consists of the administration, the control of teacher centers in the main lies in the hands of the administration of the school districts. The following table illustrates the data obtained:

SUMMARY OF NUMBER AND PERCENT OF TEACHER CENTERS HAVING BOARDS OF DIRECTORS AND THE METHODS USED TO SELECT BOARD MEMBERS

Classification	Yes		No	
	N	%	N	%
Board of Directors	33	78	9	22
Board Members Elected	11	34	22	64
Board Members Appointed	22	64	11	34

A further question regarding governance asked the respondents to describe any measure utilized to equalize control of the operation and function of the teacher center. Responses here can only be evaluated subjectively, but the large majority of respondents indicated that the Boards of Directors constituted the decision-making body for the teacher centers. The responses indicated that in most cases the by-laws or other established procedures required that the majority of board members must be classroom teachers.

Some of those responding to this question pointed out that while the Board of Directors had full control, final decisions had to be made within the confines of states laws and school districts policies governing teacher

centers. Another facet of equalizing control in the governance of teacher centers was the practice of completely equal representation on the board of directors from among the groups involved with the teacher center in any way. These groups represented, for example, the affiliating university, the school district, parents and community groups.

It can be assumed from these reports that most teacher centers are governed by boards of directors and that, in many cases, classroom teachers constitute a majority of the board members. This leads to a further assumption that since most classroom teachers at the present time belong to some kind of teachers' organization (union), the policies of that organization dominate the board of directors and thus the control of the operation of the teacher center. It must be pointed out, however, that the second largest group responding to this question indicated that all participants in the activities of the teacher center had an equal voice on the board of directors and that all shared equally in decision making.

Finance

One of the major questions involving a study of any educational institution is that of finance. In this study, several items in the survey were concerned with that question. The first of these items asked for the total annual budget of each teacher center. It was found that the total annual budgets of all the teacher centers surveyed was $5,560,690. The lowest annual budget reported was $14,000.00 while the highest was $800,000.00. The mean annual budget of the teacher centers surveyed was $129,318.37 and the median fell at $92,000.00.

SUMMARY OF THE TOTAL ANNUAL BUDGET FOR 43 TEACHER CENTERS WITH MEAN AND MEDIAN ESTABLISHED

Total Annual Budget	Mean	Median
5,560,690	129,318.37	92,000

The second item in the survey concerning finance asked each respondent to indicate the sources of financial support for the teacher center and how much money was received from each of seven sources. The results present a complicated picture of finance. Most of the teacher centers receive financial support from several sources in varied amounts. The most meaningful data are those showing the amounts received by 37 teacher centers from the various agencies. These agencies contributed the following amounts annually.

SUMMARY OF THE ANNUAL CONTRIBUTIONS OF VARIOUS AGENCIES TO 37 TEACHER CENTERS

Federal government	$1,551,953.00
County school districts	879,509.00
State governments	811,117.00
Universities	695,856.00
City school districts	590,050.00
Intermediate school districts	130,500.00
Teachers' organizations	20,760.00
(Others: Private funding, foundations, grants)	768,260.00

The category "Others" at the end of this item showed that a large percentage of the financial support for teacher centers comes

through private funding, through individual grants and through certain foundations. The total annual amount contributed in this manner was $768,260.00.

It is signficant to compare the above data to those that measured what groups were influential in establishing teacher centers. Teachers' organizations were high on that list but are at the lowest point in financial support. Governmental agencies did not seem to be influential in establishing centers and yet they are largely responsible for financial support. The universities seem to have contributed to the establishment of teacher centers significantly and are also contributing to their financial support.

A third part of determining the financial structure of the teacher centers was to obtain information about how their monies were allocated in the internal operation of the center. Each respondent was asked to indicate how much of the annual budget was allocated to given classifications. This was done in an effort to determine priorities in the services and programs of the centers as well as to learn what necessary expenditures exist. A summary of total expenditures with the mean expenditure indicated follows.

	Total	Mean
Directors and other staff administrative staff (31)	1,128,794.00	36,412.70
Clerical or non-professional workers (32)	398,241.00	12,445.03
Physical facilities (10)	47,453.00	4,745.30
Materials and equipment (29)	522,711.00	18,024.51
Maintenance (5)	19,020.00	3,804.00
Others (24)	2,168,287.00	90,345.29

A curious finding in this category was that the largest budget expenditures were allocated in the category labeled "Others." Those responding to this question indicated that these expenses were for resource teachers, program development, consultant help, travel, publications, etc., with the greatest amounts allocated to professional services of varied kinds. While some of these expenditures were to be expected, the extent of the totals was not anticipated.

Data indicated throughout this category that undergraduate students are not included to any appreciable extent in the programs and activities of teacher centers. This would seem to be an area where these centers might expand their programs if there is an indication that this could be meaningful to undergraduate education students.

The survey included a study of the services teacher centers offer to inservice or graduate level teachers. One of the questions asked to what extent this group made use of the facilities of teacher centers. Again, respondents were asked to measure this participation on a one through seven frequency scale. The results were as follows:

	Mean (1-7 frequency)
Classroom teachers	6.7
Curriculum consultants	5.7
Principals	5.0
Other administrators	5.0
Paraprofessionals	5.0

Several different groups were added to the list by respondents. Some of those mentioned were parents, supervising personnel

and students. None was mentioned with enough frequency to be measurable.

Another part of this section of the study was designed to measure the compensation received by inservice personnel for their participation in teacher center programs and activities. Given methods were established for compensation and respondents were asked to indicate the frequency of this practice on a one through seven scale. The results were as follows:

	Mean (1-7 frequency)
Salary increments	2.6
Inservice credit	4.9
University course credit	3.3
Hourly payment	1.5
Payment for specific project	1.7

The primary reason for including this part of the survey was to measure the frequency with which inservice teachers use the teacher center and how they are compensated. A more compelling reason was to attempt to ascertain whether the programs and activities of teacher centers were becoming so popular with this group that they were replacing the graduate work usually done in university classes. Traditionally, this has been almost the only avenue open to teachers to receive inservice credit and salary increments. There have been fears expressed in university circles that teacher centers could prove to be a threat to graduate enrollments.

The conclusions that can be drawn from these data are that inservice teachers use the facilities and participate in the activities of teacher centers to a large extent. They are compensated for this by receiving inservice credit and university course credit. It follows, then, that if this trend continues, it could very well have an effect upon university graduate enrollments.

Research and Evaluation

The teacher center concept is relatively new in educational developments. It has been intimated in the professional journals that it has no sound basis in research and that little evaluation of ongoing teacher center activities is taking place. In an effort to discover whether this is factual information, the study included a survey of ongoing research and evaluative techniques. It was found that from 42 responses, 42.8 percent of the teacher centers were engaged in some type of research programs while 57.1 percent were not. The respondents were asked to describe their research projects briefly. These fell into ten major categories as follows:

		Numbers of Projects
1.	National Institute of Education	3
2.	Mini-Grants to Teachers	2
3.	Educational Leadership Training	3
4.	Competency Based Teacher Education	4
5.	Evaluation of Teacher Center Programs	5
6.	Research on Inservice Education	2
7.	Research by Affiliated Universities	4
8.	ESEA Projects	2
9.	Economic Education Pilot Project	1
10.	Unseen City Project	1

While almost half of these teacher centers are engaged in some type of research, the other portions reported categorically that no research projects are being conducted.

Certainly if teacher centers want to

survive, they are going to have to prove their worth. This cannot be accomplished by descriptions of success alone. It will have to be substantiated by meaningful research.

Another phase of teacher center activity this study considered was that of evaluating programs and activities within the centers. Respondents were asked to indicate the frequency of given types of evaluative techniques on a one through seven frequency scale. The classifications included written evaluations by participants, reports by staff members, reports by boards of directors and informal evaluation by participants. The results were heavily weighted toward the high range of the scale, indicating that all these types of evaluative techniques were used on a regular basis. The following table illustrates these findings.

SUMMARY BY NUMBER OF THE EXTENT TO WHICH GIVEN CLASSIFICATIONS OF EVALUATION ARE EMPLOYED BY TEACHER CENTERS

CATEGORY	1	2	3	4	5	6	7
Written evaluations by participants	3	0	0	6	4	1	29
Reports by staff members	3	0	0	2	2	4	32
Reports by board of directors	20	0	0	9	5	0	9
Informal evaluation by participants	2	0	1	8	0	4	28

This, in essence, then is an overview of Teacher Centers U.S.A. just last year, 1976. Since that time the teacher center movement has

continued to forge ahead. It continues to attract attention at educational conventions, articles continue to appear in the literature and more attention is being given to this concept at the state level. Last May, the First National Institute on Teacher Centering was held in Washington with a most enthusiastic group of people attending. As a result of having my name on the list of those attending, I receive letters of inquiry frequently asking for information about organizing a center, funding possibilities, etc. A group of us from Michigan, having met for the first time in Washington, have met twice since then on an informal basis to keep in touch with developments. In August, Education Week at Chautaugua in New York had teacher centers as one of its tracks. I participated in that group and, as a result, we submitted a position paper on critical issues in teacher centering to the U.S. Office of Education.

And then--the big news--"On September 23, the House and Senate Conference Committee voted out a final version of the Education Amendments of '76. A section of these amendments authorizes up to $67 million yearly for teachers' centers between 1977 and 1982. The teacher center provision, which was authored by Sen. Walter F. Mondale, provides federal funds to local education agencies to set up centers. Each center will operate under the supervision of a "teacher center policy board" whose membership must include a majority of elementary and secondary classroom teachers."

There are articles concerned with many aspects of teacher centering appearing frequently in educational journals which is a reflection, I feel, of the interest this movement has

aroused across this country.

I find that many articles in the literature are making an effort to define the purposes and types of teacher centers that now exist. Definitions are being sought, I feel, because teacher centers developed so rapidly that often underlying principles for their operation were not clearly established before they opened. Some writers have made an effort to define teacher centers by observing types. Others have tried to arrive at a definition by describing functions or purposes for teacher centers. In my research I considered a teacher center to be a place, a physical space where teachers could come to participate in activities which would afford them an opportunity to explore alternative stategies for solutions to the problems they recognized in the day by day performance of their duties as interactors with students.

Because of the confusion which exists over the questions of what teacher centers are, what teacher centers are for, and what they are about, many educators have looked with skepticism at this movement and its possible longevity. Some writers have attempted to describe the thinking behind the organization of teacher centers. For example, Kathleen DeVaney, of the Far West Laboratory for Educational Research, writing in Educational Leadership for March, 1976, defines teacher centers in two dimensions. First of all, she defines teacher centers as a place where short-term workshops instead of semester-long courses based on lectures and tests can be offered to participants. She says that these places are perhaps most often found on a noninstitutional, neutral ground and that's part of their drawing card. Then she defines teacher centers as a concept or a process where local school districts, colleges of education, state departments of education work together melding inservice and preservice education for the purpose of accreditation and educational research. She differentiates between teacher centers and teaching centers. She says that sometimes teacher centers are put down by administrators and universities because the programs offered in the teacher centers are not of high enough caliber, perhaps, to please these elements in educational circles. Then she says that teaching centers are oftentimes suspect by teachers because they're organized by administrators and school districts for the express purpose of inservice education of teachers. Actually, both of these kinds have much in common. Ms. DeVaney says that we should look at purpose rather than definitions, that we should organize a common purpose for teacher centers to improve curriculum, to help teachers become active problem-solving learners. What she describes, however, the activities teachers might engage in such as the use of curriculum materials, the reorganization of classroom space, the making of materials for classroom use or the building of classroom apparatus does not necessarily lead to the development of problem-solving learners. It is physical participation, primarily. Clarity about a center's purposes will also "prove instructional" in settling matters of governance, according to Kathleen DeVaney. Who will make the decisions about program, place, staff, needs assessment, scheduling, style of teaching, etc., must be agreed upon first. If administrators organize teacher centers with state departments of education or colleges of education, then

"organizations which represent teachers and other staff in their dealings with school management must be involved in organizing the center as well." Clarity about purposes and the assurance that these purposes are coming from local needs means that a new center can be a blend of both idealized notions with teachers and teaching centers. Any staff development program these days must justify itself in terms that the major influence on children's schooling is teachers, and the major neglect in schooling is teachers' professional growth and morale. Whatever name we give to a center or program it must gain its creditability and working constituency by expressing plain purposes that can generate teachers' intellectual energy and personal commitment.

I feel that we already have a common purpose as far as teacher centers are concerned. That purpose is to improve inservice education (to use a rather worn-out term). Now we call it professional development. We cannot assume that the baccalaureate degree and a provisional teaching certificate provides the neophyte teacher with all the competencies needed to become and continue to be an effective classroom teacher. Continuing renewal is essential. Experience in the classroom demonstrates vividly to any teacher the need for improved strategies. Further, experience in the classroom serves to consolidate a teacher's philosophy about education. So the common purpose for professional development is to aid that teacher in performing more effectively to help children learn. Common purposes will differ to a certain extent according to the needs of the clientele involved. Just as I think a national curriculum disseminated from the central agency is inappropriate for this country, so is a package which delineates what all teacher centers should be. Each state, each district, must decide for itself what is the most appropriate design for its unique needs and goals.

Let me describe for you briefly some teacher centers now in existence. We could describe many, but I am going to use the latest descriptions that I could find in the literature. These descriptions show us the sharp differences that exist in mission, support, delivery systems, and all other aspects of operation.

Yeatts, writing in Educational Leadership, for March, 1976, described "Staff Development: A Teacher-Centered Inservice Design." He is the coordinator for staff development in the Campbell County Public School in Westburg, Virginia. The emphasis for this design is on curriculum change through involvement. This staff development program was originally a Title 3 E.S.E.A. project. It provides provocative experiences to motivate teachers in self-evaluation; it provides aid, resources, and materials to assist teacher in improvement as a result of self-study, and it identifies teacher competencies and puts them to use. This design includes 675 teachers, grades K-12. I think one of the outstanding features of this particular staff development design is that it is a school board approved design and that teachers were required to earn 48 inservice points per year. Administrators were also required to earn 48 inservice points. They received six days pay for six inservice days of eight hours each and more than 50 percent of the staff earned more than 48 points. It isn't essential that personnel go to the Center. Scholarships are available for advanced degrees if

they wish to participate in regular graduate programs at the university level. There are six colleges connected with this program--Lynchburg, Randolph-Macon, Sweet Briar, The Central Virginia Community College, The University of Virginia and Virginia Polytechnic Institute.

To describe another center which has been in existence for quite a number of years we go to Oakland, California--the Teachers Active Learning Center, where Amity Buton is the director. There are five major characteristics of this center. The center is (1) an active learning process, (2) it gives teachers individual and non-judgmental support, (3) it operates at a developmental pace, (4) it operates under an interdisciplinary curriculum framework and (5) is a teacher centered program, centering on the interests and needs of teachers. Actually it began in the late 1960s in conjunction with San Francisco State University, the School of Education. Teachers Active Learning Center has always been a struggle for funding and it has primarily been held together by the people who believed in it.

In New Haven, Connecticut, we find "The Teacher Center, Incorporated" with Corrine Levin and Robert Horwitz as Directors. One notable factor about this teacher center is that it provides advisory assistance to other community programs in addition to in-school service and center service. This center works with the Department of Psychiatry at Yale University and serves as a state training center for Head Start staff personnel. The teacher center also maintains liaison with universities. It provides adult education programs so that adults may work towards degrees at their own pace. College students also participate in the activities of this center. To quote the authors, "The center provides the opportunity for students to relate to more experienced teachers and to bridge the gap between academic work and field experiences." The New Haven Teacher Center, Inc., is completely independent financially. It is funded privately and operates on contracts. The board of directors consists of six nonparent teachers, three parent teachers and four parents with interest in education.

Quite a different type of teacher center is the Center for Open Education, A Center Without Walls, which is located at the University of Connecticut at Stores, Connecticut. This center was originally begun by Virgil Rogers; George Drum is now the co-director. It began in 1971 as a teacher center with a geographic location at the University of Connecticut in Stores. But by 1973 it underwent a major change. The personnel decided that they would go out into the schools because they believed firmly that sustained change comes within the school unit or within a school building itself. They sent letters to elementary schools throughout the state and extended an invitation to participate in open school planning. Through this design, all school personnel are involved, not just teachers and not just administrators, but everyone on the staff. This team of educators moved out into carefully selected elementary schools to effect a change in teacher behavior. The University of Connecticut also provides courses for graduate credit. These courses are manned by professors of education but the professors work with the teachers planning the content and evaluation of the courses. Teachers feel that these courses are really relevant to

the problems they face. In September of 1975, because of Public Act 74331 in Connecticut which provided that certification through a variety of professional activities could be obtained, six school systems were selected by the University of Connecticut to participate in workshops, seminars and other professional activities for local inservice credit or certification or university credit. This is called the Regional Inservice Program. The University of Connecticut also offers the Greater Hartford Workshop Series which is a series of after-school sessions completely voluntary, supported by participants, again all focusing on improved professional development.

And then turning to Chicago, we have the Teacher Curriculum Work Center in Chicago described by Hanna McLaren, a teacher. This is a center which features inservice workshops and provides advisory support for teachers in individual classrooms. The personnel of the center feels that by first creating materials and then using the materials the center is really a model for self-learning and curriculum development. This center is supported by the Wiebold Foundation of Chicago, the Lily Foundation of Indiana and the New World Foundation in New York. Two outstanding characteristics of this center are (1) that participation in this center is completely voluntary and that (2) teachers themselves are valued and used as resources. Summer scholarships are given for outside workshops and institutes and some of the participants attend these. They then present what they have learned during the summer school workshops in the center upon their return.

As I said, we could describe many types of teacher centers. These are described because of their differing characteristics. Another type, which bears mention, is the center that really isn't a place--where center personnel work with teachers any place, perhaps operating out of a central office--taking their services to their clientele.

One of my responsibilities here today is to discuss with you the status of research on teacher centering. This is a part of the entire movement which is of vital importance. It is important because we need to document the value of teacher center programs in terms of the results. We need to ask ourselves whether the system which brings teachers together to work on common problems in a workshop type setting brings more dividends in terms of classroom performance than any other type of delivery system we have yet devised, for example, released time for personal visitations to other schools and classrooms, or a given number of days during the school year devoted to meetings on grade-level problems, or university graduate classes on or away from the campus. To refer to England again, David Burrell, University of Sussex, makes this plea, as a professor of education he maintains that evaluation of teacher centers is badly needed. In fact, he says that evaluation as it applies to all inservice education in Britain is badly needed. We need to set up clear procedures for evaluation and our evaluation must move beyond the simplistic idea of head counting, reports, and follow-up surveys.

Some promising research is in the process in the United States at the present time as reported by Tom Lickona and Peg Hash in Educational Leadership in March, 1976. The

centers which were funded by the U.S. Office of Education, four in number, have been evaluated by the Evaluation Research Center at the University of Virginia in Charlottesville. Sharon Fieman at the University of Chicago has undertaken some impressive research through The North Dakota Study Group on Evaluation series at the University of North Dakota at Grand Forks. Let me describe some of these research projects for you. In 1972-73 an evaluation team from Educational Testing Service headed by Chittenden conducted an evaluation of the Workshop Center of Open Education at City College, New York. They surveyed 15 teachers who had attended the center five or more times and they scored these teachers for (1) particular learning, (2) the nature of that learning, and (3) evidence of carry-over into the classroom. Virtually all the teachers commented on the practical help the center offered--concrete ideas relative to their children's need in the classroom. The team discovered through their carefully documented research that different teachers followed different patterns of learning as far as their participation in teacher center activites was concerned. The least confident teachers showed the greatest amount of implementation of projects upon returning to their classrooms. The more confident teachers were more selective in the projects they wanted to participate in. They were more aware of children's reactions and they seemed to have an extended curricular awareness.

Another research effort was made at the Graduate Center Program at the State University of New York at Cortland. Trained observers visited classrooms of teachers who had used the center, once in the fall of 1972 and then in the spring of 1973. This group of observers used the Walberg Thomas Observation Rating Scale of 50 items which contained items relative to both informal and traditional practices and organization in the classroom. The trained observers used this instrument to evaluate the teachers and they had the teachers evaluate themselves. They found that there was very little difference between the judgments that the trained observers made and that the teachers made themselves. And so this ORS was sent to 200 teachers who had participated in center activities. The team received only a 25 percent return, but the results that were obtained from the teachers themselves indicated that the physical environment of their classrooms was improved by the introduction of interest centers, that more materials were used, and that there were changes in their concepts of themselves as teachers.

There is other research ongoing in this country at the present time which is more casual research eliciting more general comments regarding experiences in teacher centers. Taking the center to the school is growing in popularity. (1) Witness the University of Connecticut, operating out of Stores, Connecticut and (2) the Greater Boston Teacher Center which has as its mission to go out into the Boston schools and help teachers there. In a survey of teachers who participated in a workshop there called "Language Arts For Teachers In Inner City Schools" 83 percent of the participants were found to be working differently from the way they had worked with children before participating in the workshop. 65 percent reported general changes in methodology.

(3) Christine San Jose reporting from the Syracuse-West Genesee Teacher Center, after offering a workshop on individualized instruction, reports the result "noticeable use of classroom materials" in the classrooms of the teachers who had participated.

(4) Celia Houghton, from the Teachers Center in Greenwich, Connecticut, surveying 100 teachers who had participated in two different workshops, reports 100 percent positive response on the part of these teachers. 50 percent of these teachers showed evidence of classroom implementation of the learnings they had gained during workshop participation.

(5) In 1975, from the Teachers Learning Center in San Francisco, whose director is Betty McNamara, a report came that 77 percent of the participants changed their approach as a result of participating in the workshops offered by the Teachers Learning Center.

(6) At the Teachers Active Learning Center in Oakland, California, Amity Buxton reports in 1975 that through classroom observation of teachers who had participated in teacher center activities, it was found that there was a greater variety of activities offered to the children, there were more options for children in terms of learning activities and that curriculum development took on an inter-disciplinary view. The teachers showed a greater interest in children and the children were displaying a higher sense of concentration in both their academic and creative tasks.

(7) At the Bay Area Learning Center, which has been supported by the USOE for four years, the Evaluation Research Center from the University of Virginia in 1974-75 conducted an evaluation. They attempted to rate the extent to which teachers implemented the practices they learned at center workshops on a five-point scale, from none to all. They found that building administrators implemented practices at the 2.5 level, that classroom teachers and central administrators implemented practices at the 3.1 level, and that secondary administrators implemented practices at the 4.0 level.

I was able to obtain a draft of the article Dr. Sharon Fieman will have in School Review for May, 1977 for this presentation. In this article, teacher centers are labeled in terms of three prevailing ideologies--"Behavioral," "Humanistic," and "Developmental." Ms. Fieman describes these types of centers in detail, including in her description the origins of these centers and the educational philosophies they reflect with perceptive comments--not always complimentary! She analyzes in detail research that has gone on in connection with several prominent centers fitting into these categories. I should like to read a paragraph about evaluation which points out clearly to me the direction we should be taking in this regard.

"Too often evaluation is used to provide a data base for defending or attacking a particular program at refunding time. It would be more appropriate to concentrate on formative evaluation which can contribute to program development and provide more detailed information about centers in general. There is insufficient knowledge about what is going on in different kinds of centers, why those particular activities take place, how they relate to the needs and interests of center

clients, what short-term and long-range effects are produced." "In addition to evaluating centers on their own terms, the significance of their outcomes must also be considered. It is not enough to show that centers are producing effects or achieving goals which they set for themselves. Each center must also demonstrate that what they are accomplishing has consequences for the improvement of teaching in classrooms. Does the installation of new programs or the raising of teachers' confidence or the cultivation of critical judgment result in visibly better teaching? Are the outcomes, both the intended ones and the unintended side effects, intrinsically or universally desirable and do they result in consequences which have demonstrable effects on teachers' professional growth and classroom performance? This is the fundamental question in teacher education and one which has yet to be answered. People in centers can help build a body of knowledge that connects various strategies of intervention with the complex and long-range of goal of better education."

To further support this thinking, Lickona and Hasch say that (1) research should be theory based. For example, Tom O'Brien, who is, I understand, participating in this Conference, conducts a Piaget-based teacher center project in Math. Ed. at Southern Illinois University, and says that teachers should develop a point of view about how children think and then develop a repertoire that supports this thinking. Theory-based research will also force research to focus on long-range teacher development rather than on immediate change in teacher behavior. According to Sharon Fieman, research should involve center staff. She is undertaking some research at the Chicago Teacher Curriculum Work Center wherein the staff will help develop the instrument and collect data.

(2) Evaluation should document effects on children as well as teachers. (3) Indicators of growth and learning besides standardized tests should be further developed. Lickona and Hasch conclude their comments by saying that American educational research cannot ignore how much teacher centers effect teachers and children.

Another promising research project under way is at Michigan State University. We have a federally funded project ongoing called the Institute for Research on Teaching. We have a three and one-half million dollar grant over a three-year period. This Institute holds great promise for attempting to measure at long last what constitutes an effective classroom teacher.

This brings me to the final point that I want to discuss with you here today--the role that higher education can play to further the credibility of the teacher center movement and the imperative need for cooperative effort between teacher-training institution and the public schools to improve professional development programs.

1. First, in the area of research, universities can provide a great deal of the expertise that is needed to carry on meaningful research. In addition to expertise in research, they have the facilities and the manpower to accomplish this task.

2. Secondly, I feel that many of the advocates of the teacher center movement have been selling the universities short in terms of

the contributions university personnel can make to the improvement of professional development programs. Comments in the literature lead people to believe that teacher center activities are superior to graduate classes because teachers can become involved, can make decisions about what they want to do, can engage in more relevant activities to meet their needs. I am here to say that this is not the exclusive domain of the teacher center. Practicality and relevancy are not the only answers to improvements in classroom performance. Some in-depth considerations of educational philosophy and learning theories need to be a part of the process.

The lure of the teacher center lies in a lively atmosphere where teachers can discuss the problems they face in their work and obtain ideas and materials for use in their classrooms. The informality and camaraderie with fellow teachers is attractive when compared to university classes or inservice meetings held in the midst of the pressures of teaching. If teacher centers could combine these positive elements with greater stability in planning and operation coupled with significant research, if they would utilize the expertise of the universities to provide theoretical understandings, then they could become a powerful force in solving the problems of inservice education.

I feel:

1. That teacher-centers and universities alike should become aware of the fact that each has unique contributions to make to improved teacher education. Greater parity must exist among groups concerned with this problem so that effective action can be taken. The advantages of cooperation must be realized so that all factions can benefit.

2. That teacher centers working with the universities should initiate research that will provide sound evidence regarding the effect of the teacher centers on teacher performance. The potential for providing more realistic practicing experiences for undergraduates in training should be investigated.

3. That universities should examine undergraduate programs in teacher education to assess their present effectiveness. Experimental programs which utilize the facilities and activities of teacher centers should be considered. The function of teacher centers should be expanded so that undergraduate students can be channeled into realistic classroom situations with practicing teachers.

4. That universities should reassess the effectiveness of current graduate programs. The opportunity to initiate experimental programs capitalizing on the positive elements and popularity of teacher centers that seemingly make inservice education more appealing and relevant should not be overlooked.

5. That universities should move <u>with</u> the growth of the teacher center concept by using their expertise to help local school districts in formulating policies, objectives and programs so that teacher centers alone do not become responsible for teacher education at any level.

The teacher center concept has the potential to improve both undergraduate and graduate teacher education. It is my opinion that this cannot be accomplished by teacher centers alone.

5. Developing a Cooperative Teacher Center Model - Dr. Ronald Falbe - Director, Professional Development Center, Crete-Monee School District 201-U

Panel:

Vern Young, Veteran Teacher and Representative Crete-Monee Teachers Association

Linda Kaneski, Teacher, Early Childhood Education

Sister Judith Davies, Principal, St. Mary's Elementary School

Robert Bunt, Principal, Deer Creek Junior High School

John Beck, Executive Director, Chicago Consortium of Colleges and Universities

A cooperative teacher center is a vehicle which brings together those educational resources interested in pursuing continued professional education: public and parochial school teachers, teachers aides, and administrators, and students and teacher educators in colleges and universities. The Professional Development Center (PDC) is a cooperative center funded through the Crete-Monee School District and the Illinois Office of Education, Title III, ESEA.

This program will focus on the PDC as a cooperative model: its inception, means of identifying professional growth needs, and the development of inservice programs to respond to these identified needs. Panel members will respond in terms of their own involvement and from their own individual professional perspectives:

Vern Young - As a member of the PDC Steering Committee, as a representative of the local teachers association, as a teacher involved in developing a competency-based teacher evaluation model, and as a teacher utilizing this model in corroboration with his principal in identifying professional growth needs.

Linda Kaneski - As a teacher new to the district this year involved in research aimed at validating the PDC, as one who has participated in a number of workshops, and as a member of the Project Steering Committee.

Sister Judith Davies - As a member of the PDC steering committee, as a principal involved in developing and now employing the competency-based teacher evaluation model, as a person who has grown both personally and professionally as a result of having participated in a PDC Communication Skills seminar along with members of her teaching staff.

Robert Bunt - As a junior high administrator who has utilized the competency-based teacher evaluation program in corroboration with teachers to identify professional growth needs.

John Beck - As an administrator in higher education who has corroborated with the center in developing graduate accredited seminars related to specific professional growth needs identified at the local school district level.

SECOND GENERAL SESSION

Dr. Louis J. Rubin and Dr. Allen Schmieder

Teacher Inservice Training - Lou Rubin

Good teaching is not likely to come about accidentally. As things now stand, there is a pervasive belief that professional growth is something to be "done and gotten over with." Precisely the opposite attitude should prevail; teachers should aspire toward sustained improvement, and policy makers should (1) make possible and (2) expect that the extension of competence be endless. There is an unfortunate tendency to assume that the possession of a license or credential and teaching ability are synonymous. What is worse, there is an even greater tendency to assume that teachers, once trained, can automatically adjust to whatever new teaching programs are invented. At a time when massive efforts to change instruction are under way, when new approaches to learning are being installed at an unprecedented pace, these assumptions constitute a great handicap. In point of fact, a carefully designed educational innovation is more likely to fail because of scant teacher preparation than because of any other inadequacy.

There is some validity to the traditional complaint of teachers that administrators have a penchant for inservice programs that lack practicality. It is relatively easy to offer an after-school lecture, but it is a good deal more difficult to arrange for the systematic mastery of a pedagogical skill. Administrators, too, have a justifiable grievance; for the most part, research and development specialists have not yet devised growth experiences that are practical and efficient. In the recent past, happily, there has been fresh interest in the problem and several developmental activities are under way. In the main, these deal with generic teaching skills that have wide utility throughout the curriculum. Little has been done, however, with respect to the special requirements posed by many of the new innovations, or with respect to methods for coping with such longstanding problems as the alienated learner, classroom management, the use of technological apparatus, and the like. Hence, a good many of the pragmatic concerns of the teachers are still ignored.

If we can turn the policy corner so that professional growth is regarded not as something the system does to the individual but rather as something the individual does to himself, the possibilities for nurturing a self-evolving teacher become more viable. To accomplish this transition we will need a realignment of some of our basic conceptions regarding the teacher's place in the educational hierarchy. For example, we will need to grant teachers greater independence of mind and spirit, and to parallel this freedom with increased responsibility for the quality of their work. As any seasoned administrator knows, poor teachers get unimpressive results with the best of methods, and gifted teachers get spectacular results with virtually any method. Instead of going after a teacher-proof curriculum, we would do better to work toward a curriculum-proof teacher. It will be necessary, also, to rid ourselves of the defensiveness that has become so characteristic of the teaching profession. Just as it is rare to find a

professor who is willing to criticize the teaching of a colleague (and even more rare to find one who will acknowledge his own pedagogical shortcomings), it is difficult to find situations in which teachers have not been taught by the system to camouflage their difficulties. In a curious misinterpretation of the meaning of professional ethics, it generally is regarded as poor form to question the procedures of another teacher - however helpfully- or to admit a weakness to a co-worker. In our experiments we found that professional defensiveness can be eliminated when the leadership is not authoritarian and when candor is not treated punitively. The principal who inspires trust, who has the ego strength to concede his own mistakes, and who facilitates the cooperative invention of solutions to common teaching problems generally is able to establish an unrepressed working climate in his school. By and large, teachers are a highly committed lot; they are willing to do away with fraudulent ethics and deliberate deception almost as soon as the situation permits openness to be nonthreatening.

The independent teacher, accountable for the consequences of his teaching and profoundly interested in developing his expertness, will not be content with a script that programs his actions. What this means, of course, is that the demand for more professionalism must be matched with a larger participation in the control of the enterprise. The authentic professional finds it important to involve himself in the formulation of policy, the setting of priorities, the selection of objectives, and so on, since professionalism, by its very nature, is based upon conscientious self-discipline and deep involvement. If we expect teachers to become masters of their craft, to quest continually for greater proficiency, and to be aroused by their own imagination, we cannot at the same time expect that they willingly will submit to managerial domination. The fact that so many teachers function well below their potential suggests that their desire to excel is feeble because they have been deprived of a just partnership in the endeavor. Where there is a rational division of responsibility and both teacher and administrator are true professionals, neither is diminished by shared authority.

The use of evaluative procedures to measure instructional efficiency has, over the past decade or so, sponsored considerable dispute. While ratings are generally threatening to workers, it is my belief that a properly managed effort to assess performance need neither contribute to demoralization nor put the teacher at any disadvantage. By proper management I mean to imply a deliberate attempt to restrict the limitations of assessment, to avoid a distortion of its usefulness, and to guard against the many ways in which it can be abused. The point in evaluating performance is not to create a basis for reward or punishment but to map desirable improvements. Beyond this, given clear criteria and respectable assessment instruments, there is no reason why teachers should not evaluate and analyze their own performance. The chief difficulties with analyzing performance are (a) that the evaluation devices may deal with a part rather than the whole of the teaching objectives (a teacher may teach children good reading skills and at the same time destroy their joy in reading) and (b) that the evaluation may rate achievement without illuminating specific strengths and weaknesses, thus depriving the teacher of corrective clues.

Independent action, professionalism, and

accountability must, of course, go hand in hand. Performance standards have bedeviled school leaders since the first teacher gave a test to the first student. Insofar as the purpose of schooling is the education of the student, the yardstick for measuring the quality of instruction must lie in the amount and kind of learning that has taken place. It is common to assume that teachers are resistant to performance standards, but, in point of fact, student achievement tests are an accepted fixture in the classroom. Too, all teachers are rated by their administrators, at least during the early stages of their careers, and hence teaching performance routinely is assessed on one basis or another. The criteria used in the rating may or may not be significant, and the rater may use objective or subjective evidence, but assessment nevertheless does go on. It is not, after all, impossible to distinguish between good and bad work. Good lawyers win most of their cases, good physicians cure most of their patients, and good football coaches win most of their games. Similarly, first-rate teachers enable their students to learn more than second-rate ones. The real issues, consequently, have to do with the appropriateness of the standards, the effectiveness of the evaluative devices, and the use that is made of the results.

It is at once apparent that the extent of a child's learning will depend upon his own aptitude, his teacher's adeptness, and the richness of the environment. Able students often learn despite the impediment of a poor teacher, and children with limited ability can learn a great deal when they are guided by a skilled teacher. It is also obvious that performance cannot be assessed without reference to some objective. The objective may be predetermined (finding kindling for a fire) or it may be open-minded (combing the beach to see what turns up). If, in short, the target is to teach the student algebra, the amount of algebra learned is a valid test of the teacher's effectiveness. The teacher's empathy may help the student over an emotional hurdle, but if the learner does not master his algebra, at least part of the teaching performance must be regarded as ineffectual. On the other hand, if the objective is to help the student cope with an emotional disability, a different kind of assessment must be made. It is clear, therefore, that since we hold teachers accountable for many different kinds of objectives, we must judge their effectiveness on an equally large number of scales. This complexity notwithstanding, wherever we set an objective we can establish some form of criterion, and wherever we have a criterion we can make judgments about the quality of performance. Admittedly, it is simpler to measure knowledge of algebra than to determine emotional stability, nonetheless, there are indicators of a sort for both, and these can be used to at least estimate the teacher's impact upon the child. Do not mistake me here. To say that we can specify objectives and assess the extent to which they have been achieved does not imply that we can, or should, predetermine everything that happens in a learning encounter.

It is highly doubtful whether at the present time we could invoke a comprehensive system of teacher evaluation. Much developmental work stands between our present half-understanding and this goal. There is, however, much that an administrator can do to extend teachers' concern for quality performance. Toward this end, self-appraisal is perhaps more useful than external ratings. The attitude of mind that

begets an interest in excellence also leads to pride in workmanship. For example, one gardener cuts grass and waters plants, whereas another aspires toward a lovely garden. In the same spirit, one teacher places lessons before the child and another makes a genuine effort to teach. If school leaders were to exaggerate the teacher's preoccupation with quality of performance, playing upon the human desire to do well, it is likely that there would be a profound difference in the classroom.

If the foregoing notions have merit, we do not have to look far to discover what must be done. New modes of behavior develop when particular actions are rehearsed again and again until they become an organic part of the individual. Accordingly, in-service education must begin with perception, kindle the freedom and the lust to change, then provide a method and support, and end in the confirmation of newborn habits. In this form, professional growth becomes self-transcendence.

Where the desired change is a matter of ritual, the difficulties are minor. Where it is a matter of value, or belief, or master craftsmanship, there is no easy way. The individual must fend for himself, negotiating among the available choices and anticipating that good intent must be conjoined with determination, that the chief rewards will come in the shape of intrinsic satisfaction, that success is not inevitable and the goal not permanent, that change is never free from stress, that skills enlarge with practice and atrophy with neglect, and that despite his best efforts he may fall short with some of his students. Even in the face of these risks, however, the vast majority of teachers will accept the odds if there is a reasonable opportunity to grow. They will accept them because the alternative is to be deprived of satisfying labor and to remain inert.

The Teacher Center Bill and Educational Reform -

Allen Schmieder

Some of you know that I have written a series called Profound Simplitudes. One example is, "It is not very simple to be profound, but it is often very profound to be simple."

The simplitude I would like to use as a theme for my presentation is called, "Some Natural Laws of Education" (with some credit to Newton 1-3). First, "For every study there is an equal and opposite study." One of the biggest problems in American society is that almost all discussions on issues of any importance immediately polarize. Questions of articulation seldom arise. You have your data and I have mine. If we don't like each other's data, we not only polarize our views but often become hostile to each other. Such a condition does not make for good discussion or personal growth. Data can be obtained to support almost any position, so let's not be as passionate to prove our information to be superior as to learn as much as possible from an assessment of the "differing data."

The second of the natural laws is inertia, which applies best to people who don't like what I have to say. According to this Law, "Minds without motion tend to stay without motion and in a straight line." The third law of Newton referred to acceleration. As applied to education, it reads: "The acceleration or improvement of education is a function of the force of the faculty - either mental or teaching."

One of our major problems in American education is that people who work in a given subject area almost never talk to those in other subject areas.

This dilemma is, of course, not confined to educators, for as we seek ever finer ways to cultivate and slice the academic disciplines, we widen the breadth of knowledge, increase the number of narrow specialists, and cause the problems of communication to grow geometrically. Another profound simplitude might be appropriate here: "If the same old people sit around the same old table and contemplate the same old navel, they will increase their sensitivity to the mystery of the proclivity."

There is a need for openness and accountability within the federal role. First of all, the Office of Education is young, so be patient. In 1964, the budget was 600 million, and by 1965, it had grown to six billion dollars. Federal programs don't really fail; also, federal programs can't be expected to succeed in four years, either. Secondly, the Office of Education is small, and spends only eight percent of the federal money. Thirdly, the "mission" of the Office of Education has not been clearly defined. "It is not often beyond reason, if it is rational." The challenge is to determine a "mission" at the state and local levels.

The status of education on the national scale varies. For example, in Japan, there exists a teacher center for every ten teachers. On a national level, "why should every state create the same wheel?" The federal government supports each state. The hope is to encourage intrastate sharing. Who is going to let states know what is going on in education? Does the country have an emergency system when some areas are lacking?

Education today is far more than complex - it is googolplex. It is no place for the faint of heart. I have sometimes called my speeches on American education the googolplexity of American Education." A googol is 10 to the 100th power. A googolplex is a googol to a googol power. That is, 10 to the 100th multipled by 10 to the 100th. Education is entering a very exciting era of continuing revolution and capturing the interest of almost all Americans. Under these conditions you need to listen with considerable suspicion to anybody who says, "I am going to give you the 10 hottest education issues on the scene today." Nevertheless, I venture forth.

"Education is a continual revolution, from one static plateau to another." Education is not a continuous phenomenon.

Education is a large, complex enterprise. "Oft times we act as if it is simple. Education is not just between the teacher and child, or the principal and school." Education constitutes a $ 20 billion business. For example, television is active in education. How are we as educators relating to the educational availability of television? Are we relating the three-four hours of the previous evening that a student gazed at the television to the school curricula? The real world is probably reflected to a greater degree in the media than it is in the classroom, so we need to take further advantage of this vast and exciting resource. Education is in need of researchers, and developers. There is occuring a stress to "lifelong" learning, and a return to the basics.

The teaching center is one of the most popular new concepts on the educational scene, and the large number of centers being developed around the country - estimated at several thousand - are focusing on a great variety of staff development problems. For example, as a result of Sputnik, literally billions of dollars were spent on building new curriculums and approaches to education. Some of you are familiar

with them - the new social studies, the new math, talking books, even the new geography and history. If you were to explore the schools of this nation, you would find that many still do not have access to most of these developments; and many of those that do are not using them to their full potential. The problem is further magnified by the fact that other new and exciting goodies continue to pour out of the innovation pipeline. One of the purposes of the teaching center is to provide places where teachers and administrators will have access to the newest materials and practices.

Instructional staff in our schools amost never have the time or place to discuss their educational problems. The well-publicized teacher centers in England were started to fill a similar void in that country. Teachers began having tea together and informally discussing their classroom needs and successes. This simple beginning evolved into a national network of over 600 centers. The teaching center here could become a repository for training "expertise" in a particular geographic area - not only bringing together the training knowledge and experience of educators, but also of business, industry, and government. We need to find more effective ways to get what works into the classroom.

There was an authorization by Congress of $75 million to accompany the Teacher Center Bill, Public Law 94-482, with the appropriation of only $5 million for FY 78, of which 10 percent of the $5 million must be directed to institutions of higher education for teacher center development. The bill states very clearly the composition of the supervisory board, and the goals to be directed by the LEA's in inservice and the preservice by institutions of higher education. The procedure will be to submit the project proposal to the SEA and those considered suitable will be forwarded to the Office of Education ("an island surrounded by a sea of consultants"). The Office of Education will award the grants and will administer the funds directly from Washington. The project proposal must be submitted by an "entity" defined as an LEA or an Institution of Higher Education.

In summary, there is a non-elitist system in education, with international interaction in education occuring. Who knows what the outcome of teacher centers or state or federal control of teacher centers will be? There is a need to keep a "wet finger to the wind."

Legislation Update July 1977

The "Notice of Proposed Rulemaking" (draft guidelines) for legislation authorizing federal support of teacher centers (P.L. 94-482, Part B) appeared in the Federal Register, Monday, June 13, 1977. Public hearings have been held in Atlanta, Chicago, San Francisco and New York City.

By mid-July no decision had been reached regarding the amount of the appropriation. Further information may be obtained by writing to Teachers' Center Exchange, 1855 Folsom Street, San Francisco, Ca 94103

CONCURRENT SESSIONS "B" (1-4)

1. Media and the Teacher Center - Richard Young

   See Concurrent Session "A" #3

2. Proposal Writing - Alan Sinclair

   The proposal writing workshop will provide the participants with some assistance in proposal writing generally and will relate to teacher centering to the extent that specific information (regulations and guidelines) are available. The focus of the workshop will center upon the writing of "local education agency" proposals. The above use of the word "workshop" is deliberate. The presenter will spend relatively little time functioning in the "professorial" mode. Participants will work. Sample topics are:

   - Preparations for proposal writing: What should you know before you begin?
   - Who should be involved in writing the proposal?
   - Where do you start?
   - Grouping project activities
   - Deriving, not defining, goals and objectives
   - Format for clarity

The following is a condensation of the presentation:

BEFORE YOU START WRITING YOUR PROPOSAL:

1. If you do not have an R.F.P.(Request For Proposal) don't just sit there!

   A. Gather all the information you can find about the subject you're interested in. Also visit places where you can get first-hand information by observation and talking with people who are involved with that kind of work.

   B. After you have as much information as possible, start writing your proposal outline. Later, when an R.E.P. comes through, you simply have to modify your initial proposal instead of writing it from scratch.

2. If you do receive an R.F.P. to follow, first read through:

   A. The Boiler Plate - explains a lot of the rules, deadlines, etc., involved with this specific proposal

   B. The Technical Proposal Narrative - the "meat" of what the proposal is about

   C. The Cost Proposal/Budget Section

   D. Signatures

3. Pay special attention to the evaluation criteria on an R.F.P. As you are writing your proposal, you will want to include as much data as possible (and appropriate) to inform the reader of the proposal about your particular strengths for carrying out this proposal. To do this best you should:

   A. Inventory your strengths. Among strengths that might be valuable in carrying out a particular proposal are:

      - Community involvement

- Collaboration with universities, unions, associations, and other state/local agencies
- Management experience
- Project experience
- Staff development experience

B. Fill in the holes. What does the proposal demand that you don't already have? Figure out a way to meet that need and let them know about how you'll do that.

C. Gather all documentation. This might include things like:

- Evaluation reports
- Vitae of the key people involved in your proposal
- Letters of support from authorities who'll recommend you

WRITING YOUR PROPOSAL

Always follow the format for the technical proposal. The people who read it, find it easier to follow.

The parts of the technical proposal are outlined in Sinclair's handout of the same title. The ones he specifically discussed included:

A. Purpose - A global statement which is sort of "marriage" of your agenda.

B. Region to be Served - In this section you define the geographic area as well as the population to be served by your proposal.

C. Project Activities - In completing this section pay attention to the following:

- What does the R.F.P. want?
- What is your conceptualization of this proposal?
- Can you distill the "quality" activities from all the activity ideas you've generated?
- How can you reintroduce your strengths into the proposal?
- Can you use charts, graphs, flow charts, displays illustrations, etc., to make your idea clearer to the reader?
- How will you evaluate the project? Will the R.F.P. allow you sub-contract evaluation?
- Have you written in a clear, concise fashion to make it easy for the proposal reader to follow?

In many proposals you must write a separate Cost Proposal.

In writing a Cost Proposal, pay attention to the amount designated for Cost Allowances in the R.F.P.

In determining your own expenses think about:

- Personnel: professional and clerical
- Materials: training, curriculum work conferences, general supplies
- Consultants' expenses
- Travel expenses

A few other tips in writing Cost Proposals:

- Generally things like equipment, remodeling, and renovation expenses will not be accepted
- The person reading your Cost Proposal is not necessarily the one who reads your technical

proposal, so be sure to include adequate information about the project so the person reading the Cost Proposal has an inkling of what you are going to be doing.

-Sinclair's handout entitled "Management Analysis..." illustrates his method of organizing information to use in his Cost Analysis.

3. Implications of Piagetian Research for Teachers of Teachers and Teachers of Children - Thomas O'Brien.

What does it mean to know? Knowing is at the heart of the enterprise called education, yet much of education is concerned more with custody than with knowing.

What does it mean to know? Knowing is an active, dynamic affair. Knowing tends toward coherence, stability, and generalizability. Yet we often treat knowers as passive and knowledge as static.

What does it mean to know? To know means to organize and to construct, not merely to store the fully-developed constructions of others.

What, then, about American education? For one, we might attend to mind instead of memory. Second, we might view the human being as an active knower and knowledge as an active construction. Third, and by far most important, education might well base its policies and its practices on what we know about humans and their growth rather than on principles of management and mass production or on research involving laboratory rats or nonsense syllables.

The more than fifty years of research on knowing by Jean Piaget and collaborators has given us a rich body of knowledge upon which to base educational theory, educational policy, and educational practice. Teachers and teachers of teachers have knowing and intellectual growth as a central concern. What of Piagetian research is appropriate for them to engage?

What have I tried to do? I have tried to highlight in a brief time some of the important issues where Piagetian research might bear on education. And I have tried to suggest that there exists issues which American educational policies and practices largely ignore. By no means has this discussion been exhaustive but by all means I hope that it has provided some dissonance.

4. Teacher Centers and the Role of Teacher Organizations - Eugenia Kemble

No abstract is available, however, the following article reprinted from American Teacher, April, 1977, Vol 61, No. 8 by Eugenia Kemble contains the major points made in her presentation: "AFT's Teacher Center Advisory Group Outlines Action Plan."

The long-awaited first draft of the regulations on the new teacher center bill have not yet been published by mid-April. Nevertheless, the AFT's new Teacher Center Advisory Group is moving vigorously to make known to

planners at the Office of Education what teachers and their union will be watching for in the proposed regulations. Of highest priority is the concern of the AFT that the development of teacher centers involve AFT locals at the earliest stages of planning, as well as in the selection of representatives to teacher center policy boards.

Meeting on April 1st, the newly appointed advisory group examined a number of key issues related to AFT initiatives in the development of centers involving the expected regulations of how locals should proceed. Running through all of the discussion was a strong concern that institutions of higher education might wrongly view teacher centers as a threat, and that boards of education and educational administrators might not understand the new role of teachers in developing their own inservice education. Among the recommendations the group made to improve the relationships were:

. Every effort should be made to inform school boards of the many ways in which teacher centers can help them expand services. Graduate programs, advisory services, consultative work and programs enabling the recertification of laid-off teachers are only a few of the alternatives they might explore.

. The AFT will urge that federal funds provided under the new bill support released time for teachers to participate in teacher center activities. The group felt that without released time teachers could not participate fully and the intent of law could not be fulfilled.

. AFT locals must be involved in the planning of new centers and in the selection of teacher representatives to the policy boards. The AFT Advisory Group urges that locals take the initiative by going to their local school boards, indicating a willingness to work cooperatively and make it known that the board should expect to deal with the bargaining agent on teacher center matters if constructive centers are to be developed.

. Every AFT local interested in developing a project should contact its board of education and indicate that all planning in relation to teacher centers should be done in cooperation with the union.

. The local union should contact those institutions of higher education with which it can work and develop early cooperation in planning and proposal writing.

. AFT locals should develop some clear notions of what are the best ways for teacher centers to service teacher education, the particular problems of the school system in which they work, the composition of the teaching staff and the special needs of students in the district. A survey of teacher needs might be one approach.

. Each AFT local should familiarize itself with personnel in the state education department who will work on teacher centers since proposals for funding must be recommended by the state.

Locals who have questions about these can either communicate with the national office of the AFT for clarification, or request that an Advisory Group member come speak on teacher center planning.

CONCURRENT TEACHER CENTER TOURS AND CENTER ABSTRACTS

TOUR #1 - SOUTH

A. TEACHER CURRICULUM WORK CENTER (TCWC) - was started in 1972 by five Chicago area teachers. It is a free facility for the ongoing education and support of the resources they need to continue their growth and development and enrich their classrooms. Raw materials, sold at cost, and tools are available to help teachers make new curriculum materials and to adapt new teaching techniques. The Center is currently funded by optional individual and institutional memberships and foundation grants.

Arts and Learning - Teaching core curriculum through the arts, utilizing right and left hemispheres.

Ms. Becca Ruben, Co-director

How to Put Your Monster on a Leash - A look at how the philosophy, values and management help guide an inservice project - viewed through the evaluation of the Teacher Curriculum Work Center.

Ms. Susan Carpenter, Co-director

B. SPECIAL EDUCATION MEDIA AND INFORMATION SERVICE (SEMIS) - was implemented by the special education department of the Chicago public schools in September 1974. Services rendered are inservice meetings and workshops, development of new materials, and the dissemination of a monthly newsletter by the staff to administrators and teachers of special education. The center is staffed by teachers qualified in all special education disciplines.

How to Adapt Instructional Packages for Special Education - Utilizes media, demonstration room, and displays to explain how to adapt commercial instructional materials for use with children with special needs.

Ms. Jayne Barry, Coordinator

TOUR #2 - WEST

A. TEACHER OPERATED TEACHER CENTER (TOC) - currently in its fourth year of operation, provides an accepting, open atmosphere for teachers and opportunities for decision making and recognition through participation in the TOC/Inservice Committee and in planning and presenting programs through the Center. The main objective of the TOC is to be the vehicle through which the teachers can find and/or create solutions to educational problems and needs which they have identified themselves, i.e., teacher growth can be self-initiated and directed. The TOC opened with Title III, ESEA funds and now operates on district funds.

What Makes the TOC Tick? - A teacher/administrator view of a teacher center as part of an inservice program, including teacher governance, the advisory committee and district funding.

Ms. Cheryl Christensen, Teacher Center/ Inservice Coordinator

B. NORTHWEST EDUCATIONAL COOPERATIVE (NEC) - has assisted 10 public school districts since 1969 by developing and administering programs as well as providing requested services. Resources of talent and materials are shared by film and materials centers. The NEC also serves the larger educational community by administering programs established in conjunction with government agencies

and with colleges and universities. NEC operates two Area Service Centers: the Bilingual Education Service Center, which serves a 12 state area in the Midwest, and a Service Center for Career Education which serves northern Illinois school districts. NEC has attracted state and federal funds to equip these programs which bring specialists together to serve its real clients--the students.

Creating an Affective Environment in Teacher Center - Participants toured the building and talked about the cooperative. Some of the topics which were discussed were the concept of cooperation among school districts to provide blocking and facilitating forces to deal with explaining turf and encroachment on others' inservice programs, and alternative ways to organize a cooperative in different areas with varied resources.

Mr. Larry Chase, Executive Director

TOUR #3 - NEAR NORTH

A. PROFESSIONAL DEVELOPMENT AND RESOURCE CENTER - is a Chicago Board of Education facility supported entirely by local funds. In addition to conducting workshops in all curriculum areas, the center displays approved curriculum materials, has a large audio-visual component, and provides large spaces, equipment, and materials for individualized instruction through teacher made materials. The Center is one of three serving the city of Chicago.

Getting Teachers into the Center Panel of Professional Development Center Personnel

A panel of three persons, Mr. Leonard C. Rubin, Director of the Bureau of Staff Development, Chicago Public Schools; Mr. Steve Ballis, Community and Resource Center - North Advisory Board member; and Al Sterling, Coordinator of the Professional Development and Resource Center - North, discussed the topic: Getting Teachers to the Center for 30 to 45 minutes. Visitors were taken on a tour of the facility where capabilities were emphasized rather than the physical building. The participants were encouraged to sit in on two ongoing workshops; one dealing with classroom management and one on individualizing instruction through teacher-made materials.

Mr. Al Sterling, Coordinator

B. EDUCATION RESOURCE CENTER (ERC) - is a nonprofit resource facility for teachers, parents and the community whose main focus, in addition to workshops, is on the recycle component. Thanks to community businesses and industries, the ERC can offer one of the widest selections of recycled arts and crafts materials in Chicago. The ERC maintains a full-time recycle coordinator to provide tips on recycling ideas. The Center is supported by federal, foundation, and corporate grants, plus workshop fees, recycle sales, and memberships.

The Development of a Community Center - Developing a center as a resource facility that serves and is supported by teachers, parents and the community. Examines the recycle component, board of directors, parent-child-teacher-community workshops and local fund raising.

Ms. Diane Sautter, Director

The following centers were available for optional tours:

1. TEACHER LEARNING CENTER (TLC) (Des Plaines) - features a book nook or resource library, raw materials used in construction of teaching manip-

ulatives, machines (laminating equipment, duplicating machines, and workshop tools), workshop sessions and changing display of learning games.

2. The Teacher Center (Wilmette) - The strength of the teacher center has its roots in the vigorous school critiques of the 1960's. The decade that gave us Holt, Kohl, Silberman, Postman and Weingartner gave us a new, and sometimes discouraging view of our schools. All of the so-called "school attack books," taken as a whole have a remarkably consistent message: we must foster a disposition towards more humane and creative teaching in our schools.

Despite the consistency of this message throughout the sixties, however, attempts to implement it in the public schools have been largely unsuccessful. The crucial figure in this difficulty, we believe, is the teacher. It is clear that, as long as teachers are the people behind the classroom door with our children, they must change if "education" is to change. But up to now, the techniques we have used to institute change have ignored the teacher, ignored the reality of his job, and ignored him as a person.

Random inservice sessions, administrative edicts, and even broad structual changes (e.g. the open classroom) present the teacher with ideas disembodied from any larger framework and divorced from his own feelings and goals about piecemeal and from above. If change is to lead to more humane and creative teaching, then teachers with all their needs, feelings, talents and goals must be the focal point. And the technique must be integrated, not scattered; exploratory, not compulsory; and as much affective as objective.

One way to approach change is to establish a teacher center serving teachers from a broad area. The Teacher Center, working with approximately 200-400 teachers a week, is a teacher's place, providing support materials, ideas and a nonthreatening working atmosphere of excitement about and dedication to making schools better. The activities of the Center, that include workshops, curriculum consultation and creating teacher-made materials that are diversified and largely client initiated, are designed to provide a vehicle for greater communication, sharing, and professional growth among teachers and schools.

3. ARLINGTON HEIGHTS TEACHER CENTER - is sponsored entirely by district funds and is housed in available space in one of the schools. An advisory committee of teachers aid in planning activities and resources for the Teacher Center. The Center schedules professional growth workshops, houses a professional and curriculum library, and offers a production room with resource materials and make-and-take supplies under the coordination of the district department of instruction and the building principal.

4. PROFESSIONAL DEVELOPMENT AND RESOURCE CENTER - SOUTH - is designed to provide a library of all language arts instructional materials which have been approved for purchase by the Chicago Public Schools. The Center also leases approved instructional materials in (fine) arts and music. The Center is available for inservice and workshop sessions and staff development classes are offered as designed by district coordinators of instruction, reading improvement, or special education. A reprographic section and a professional library of guides, catalogues, films, cassette programs, and professional books and journals are also provided by the Center.

CONCURRENT SESSION C (1-4)

1. Implications of Piagetian Research for Teachers of Teachers and Teachers of Children - Dr. Thomas O'Brien

   See Concurrent Session "B" #3

2. Proposal Writing - Alan Sinclair

   See Concurrent Session "B" #2

3. Public Law 94-142 - The Education for All Handicapped Children Act - Jim Stowell

The Education for All Handicapped Children Act (Public Law 94-142), signed on November 29, 1975, by President Ford, requires the provision of a free appropriate public education and related services for all handicapped children. Another significant education milestone occurred on August 23, 1976, through the filing of the Illinois Rules and Regulations to Govern the Administration and Operation of Special Education. This presentation will focus on the mandate of both P.L. 94-142 and the aforementioned Rules and Regulations, as they relate to teachers and teacher centers in the state of Illinois.

Public Law 94-142 reflects the importance of several basic beliefs concerning the education of handicapped children which have long been shared by special educators. Namely, that all handicapped children are entitled to receive an education at public expense; that they should be educated with their nonhandicapped peers to the maximum possible extent; and that instruction should be individualized to meet the unique needs of each handicapped child.

The Illinois State Board of Education has recognized this need of exceptional students in the goal statement:

"The special education needs of all people should be met. For those with special talents, sufficient challenges are needed. For students with handicapping conditions, safeguards should be provided. These should include holding information in confidence and furnishing appropriate alternative placement.

"The principle of least restrictive placement, mainstreaming' - placing exceptional children with all kinds of students - shall be followed wherever feasible. The right of parents to appeal educational placement should be maintained.

"Continued efforts shall be made to locate, identify, and provide services for students who are not currently being served, whether handicapped or gifted."

One of the requirements of Public Law 94-142 is that each handicapped child must have an Individualized Educational Program (IEP). While the contents of an IEP might be more extensive than what teachers are currently using, and the terminology may be new, the actual development of an IEP represents nothing more than sound educational planning. Basically, what the law asks educators to do is to determine how a handicapped child is currently functioning, to identify a child's educational needs, and to plan cooperatively with a child's parents to develop an educational program. As part of developing a child's IEP, goals are established which specify the desired behaviors to be achieved by the child. To ensure

that the child is making progress on goals, the goals are broken down into smaller steps which can be measured by teachers throughout the year. The child's progress on his/her IEP is then reviewed and discussed with the child's parents and planning begins anew for the next school year.

The manner in which IEP's are to be developed, implemented, and reviewed are specified in both the federal law and in the proposed federal rules. In order to assist teachers and administrators in developing IEP's, the Illinois Office of Education in cooperation with the Regional Resource Center administered by Peoria School District #150 has endeavored to develop a set of guidelines with sufficient flexibility to ensure their applicability throughout the state of Illinois.

4. Age of Computer and Other Information Systems - Sherwood Kirk, Linda Vass

A. Sherwood Kirk, Associate Director, Illinois State Library: This session opened with a short history of the Illinois State Library, followed by an examination of the implementation of the 1965 Library System Act. Also discussed were the initiation and development of the Illinois Library and Information Network (ILLINET), and the goals of service of the Ohio College Library Center (OCLC). Two sound filmstrips, Technology of Interlibrary Communications and What Do You Want To Know, examined and expounded philosophies with ILLINET.

Technology of Interlibrary Communications (10 mins., color) served as a basic introduction to the terminology and equipment used in communications. Much of the equipment was shown in library settings. The other filmstrip, What Do You Want To Know (7 mins., color), was a quick, light presentation of the library as a place which can provide you with answers to all types of questions. These were followed by a discussion with questions on the filmstrips, and further, questions on the Illinois State Library's information program including the use of Ohio College Library Center. Of the approximately 1,500 installations across the country, Illinois has 83 assigned for its use. A discussion of the long-range goals of the Ohio College Library Center followed. These are: 1) On-line catalog and shared cataloging information; 2) Serials control; 3) Technical processing system (acquistion control); 4) Interlibrary loan communication; 5) Remote catalog access and circulation control; 6) Retrieval by subject.

B. Linda Vass, Educational Specialist, Illinois Office of Education. Illinois Resource and Dissemination Network (IRDN) funds were made available from the National Institute of Education (NIE) for capacity building projects. The major goal of the grant was for disseminating research and development products on a statewide basis with the ultimate objective being to improve educational practices at the local educational level. The name of the project for Illinois is the Illinois Resource and Dissemination Network (IRDN). The implementation of the IRDN project has been coordinated with the Department of Specialized Educational Services, the Program Service Teams and other IOE sections by Carol Reisinger.

Components of the project:

A. Leadership - this is a state education agency responsibility and a major priority in Illinois. All state dissemination efforts in the state will go through IRDN. A process will be developed whereby resources will be tied to needs.

B. Needs identified - in the past, resources and projects have been developed and then "sold" to school districts. IRDN is attempting to change this by developing an instrument which will identify and prioritize school problems. Instructional and curriculum packets will then be developed to meet the needs of local educators.

C. Resources - various types of resources in the state will be identified and programmed onto the computer. These will include:

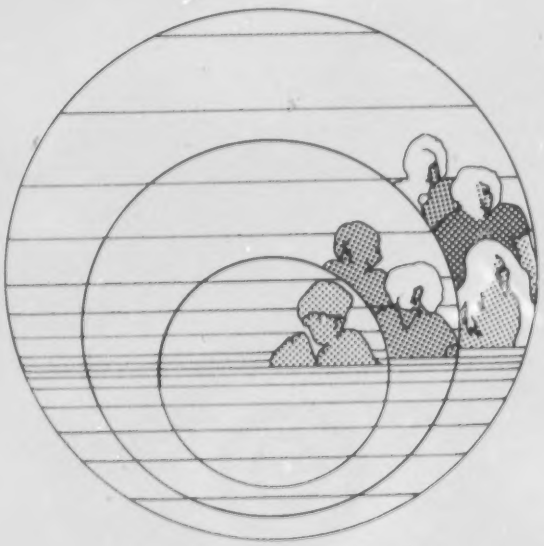
1. Human resources
2. Exemplary programs
3. Title IV projects
4. Conferences and workshops
5. Large units of resource
6. ERIC and other clearinghouses

D. Linkage - the Program Services Team members will act as linkers for the network. The research indicates the best use of resources occurs when someone is actively involved in linking schools to the resources and following up on the use of them. Since one of the roles of Program Services is resource brokerage, the team members will be the major users of the system. Samples provided for participants to view include:

1. Resource Identification Survey
2. Human Resource Identification Survey
3. Sample of an ERIC search
4. Microfiche
5. Samples of hard copies of documents
6. School Problems Index
7. Administration Manual for IRDN

E. Data Bases - IRDN has access to the data bases of the Dialog Information System, the NIMIS file and its agency developed Illinois Resources Files.

1. Illinois Resource File (IRF) and Human Resource File (HRF)
2. Educational Resources Information Center (ERIC) consists of two files:
   1. Resources in Education (RIE) contains educational documents, research reports, evaluation studies, curriculum guides, bibliographies, and; 2. Current Index to Journals in Education (CIJE), and an index of over 700 educational journals.
3. Exceptional Child Education Abstracts (CEC)
4. AIM/ARM is a specialized index for locating materials on vocational and technical education
5. Comprehensive Dissertation Abstracts
6. National Information Center for Educational Media (NICEM)
7. National Instructional Materials for the Handicapped (NIMIS)



CONCURRENT SESSIONS D (1-4)

1. A Case Study of Ongoing Change - Susan Ford

After ten years of teaching I was at the point of quitting. It wasn't because I was dissatisfied with how my students were learning or with my relationship with the kids. What really was destroying me was how they interrelated with other kids. I was teaching sixth grade in a suburban area two years ago. My kids were extremely aggressive and negatively aggressive. Then I came across a brochure and took a chance. I signed up for a workshop and traveled to the Adirondack Mountains, Lake Placid, New York. The course was presented at the National Humanistic Education Center and given by two brothers, David and Roger Johnson from the University of Minnesota, Minneapolis/St. Paul, Minnesota.

The workshop was entitled "Cooperative Grouping." David and Roger had developed a program that met my professional needs. It is based on goal structures in three areas.

1. Individualistic - To be successful, students need to be able to work on their own without distracting or being distracted by others. All students need their own materials and the teacher needs to be available to answer all questions.

2. Competitive - To be successful, a student needs to win. The student must be involved with the competition (have a chance to win) and the teacher needs to monitor the rules.

3. Cooperative - To be succesful, the students need to be a part of a group. They need to have basic skills of communication, trust and the ability to solve controversies. The teacher's role is to set the task, monitor the group and intervene to teach the skills.

Very specific reasons are given for organizing the groups based on these goals. Two books were recommended to the workshop participants, Learning Together and Alone (David W. Johnson and Roger T. Johnson, Prentice-Hall, Inc. - 1975) and Joining Together (David W. Johnson and Roger T. Johnson, Prentice-Hall, Inc. - 1975).

I returned to the classroom in September all fired up and ready to try it out. I put myself on a reading schedule of 40 pages a day. I had 31 kids in sixth grade, five were diagnosed learning disabled and were seeing the LD teacher daily. Three kids saw the social worker and one saw the speech teacher. It was not an easy group to work with. They were a very volatile and overbearing class, but also the kind of class that you could really get going with.

I began to talk to the principal and the superintendent and told them about the workshop that I had completed. I set up a meeting with the curriculum consultants and told them about it also. As a result of these discussions I was invited to present a session at the fall teachers' institute day. I was really overwhelmed when more than 50 teachers came to my session. I might point out that it was really hard for me to talk to teachers in my own dis-

trict. The presentation I gave included materials on goal structuring. I explained that for individualistic learning there are important skills for children to have before they can successfully complete an individual lesson: to work alone and at their own pace, be where they are not distracted or able to distract others. This was the basic. Competitive grouping has to be a low-risk activity where each child has a chance to win. Everyone wants to win. That's human nature. When it's a low anxiety task, we would work in competitive groups. The class was divided into ten groups, with three in a group; or ten winners.

I had to be able to tell what I was doing in relationship to each group. Competitive grouping has to have everyone agreeing to the rules. Cooperative grouping is much more complex and involves many more skills. Basic skills in cooperative grouping involve:

1. Communication - sending and receiving skills.
2. Trust - be able to take risks - open up to people.
3. Controversy - how to disagree without being disagreeable.

As I begin to group cooperatively I focused on and monitored what each group could do. Groups, therefore, were constantly changing. As an example of how it works, I selected an ecology unit where each group spins the globe and selects an imaginary island on which to live. As a result, each group develops materials on probable geology, vegetation, people, etc. It's a complex task for sixth graders that involves research skills and putting information together. The first thing that happened was that John and David got into a controversy about where to place a tunnel on their island. David was a master at negative noncommunication. It is the teacher's role to intervene when controversy or a power struggle occurs. The group dealt for a long time on how to resolve power struggles. This volatile class really had trouble with personal controversy. They would just as soon go after the jugular instead of the idea. It gave them experience in how to deal with this. One of my kids never sat with the class. He sat behind my desk turned away from me and the class and he was not a producer. Then I began getting feedback from parents. Children were talking about their relationships with other kids at home.

In cooperative grouping, I discovered many benefits. I grouped the class, five kids in a group, for spelling and told them that the average grade the group received would also be their individual grade for the week. What was amazing was that all the kids were on differentiated spelling according to their abilities. John, who had been getting three right out of 20, began to get 17 right out of 20. It was the most exciting thing to watch. Another little girl with a learning disability told her LD teacher that she couldn't stay with her, she had to get back because her group needed her. One very bright little girl who hadn't spoken all year began to talk, to raise her hand, and to respond. Another little girl simply could not get division. In a cooperative group she received help

from her little friend. One morning she told her mother she had had a vision - she really knew how to do it now. Two boys were social outcasts, no one talked to them or when they did it was to call them names. At the end of the year of cooperative grouping, both boys had parties and everyone came, wanted to come. Another kid had an IQ measure of 150 and was totally involved in learning - really gifted. He loved working in the groups. A girl in his group couldn't get the concept of possessives and when she asked him for help, they worked together. Now it's really something when kids in sixth grade, especially a boy and girl, ask each other for help. When she got the next day's work all correct, answering every question, the boy just beamed with pleasure. He wanted her to succeed and he hadn't raised his own hand once to answer.

Some groups had difficulty working together, but gradually developed communication and trust skills. From September, when I had given the Iowa Test of Basic Skills, to the post-test in the spring, the class' total achievement scores went up two years and seven months. I couldn't guarantee that for every class, but that kind of cognitive growth as well as the affective growth was just great. I gave this kind of feedback to the teachers in my district in May. After the first institute day, David and Roger came to my district to do a follow-up. On March 12 and 13 we had a workshop in the teacher center and after that the center really began to support me. It had been in operation for two years. A few teachers came to the follow-up workshop and came again when I presented the material in May. It was wonderful to tie all this together - to see teachers become involved. At this time we have 60 people involved in the program. We've had three follow-up sessions and the follow-up is really valuable. About 20 teachers came on a Friday afternoon and all day Saturday. Each group got more deeply into the program.

The reason that this program works and is so effective is that it is based on solid research. Teachers never know if something really works. David and Roger have over 600 research studies to back up this program. It is such a basic and integral part of the instructional pattern and not something you do on Friday afternoon from two to three o'clock. It is not an isolated subject, but definitely a part of the curriculum - it is in the teacher domain. I'm not sure now whether I should be using some of the other curriculum programs and materials in the district. I'm beginning to be more selective and critical about using them. The reason I am concerned about some of the other affective programs is because of my feelings of respecting the privacy of the children and their families. Most of the 60 teachers now involved were looking for new ways to teach and were dissatisfied with the old curriculum. When this started two years ago, I was the only one involved. The other teachers began to notice the results in my kids and talk about it and now we're seeing school-wide results. The teacher center director has helped throughout in planning the workshops, notifying teachers, suggesting materials and giving support and coordination throughout the

district. Another effect is that I'm getting invitations to come to schools outside my district. At this time we are adapting the program for primary teachers and children.

This year I have 19 kids and five should be seeing the social worker. However, she has been very much involved in starting a primary mental health program and hasn't seen them. These five kids are working in small groups, developing communication and trust skills and doing fine. One boy in this class has developed unusual group facilitation skills, planning tasks and resolving conflicts within the group and even reminding kids in his group about assignments. He's really remarkable. This program works and I can see the changes in myself, in the other teachers, and in my kids.

2. Me-You-Them and the Teacher Center - Charles Doyle

This session hopes to take a different twist in its format. It occurs on the last day of the Conference. You have come to hear, to think and to be stimulated on the concept of teacher centers. By now you have had that opportunity through the various sessions you have attended. Now you are asked to give your ideas and opinions as a teacher, an adminstrator, a university or college representative, or other interested or concerned individuals.

The AUDIENCE IS THE PANEL for this session. You are invited and encouraged to respond to the questions and ideas presented by the moderator.

3. Policy Implications of Teacher Center Evaluation - Dr. Sharon Feiman, Dr. Larry Freeman, Mr. Barry Weiss, Ms. Cora Lederer.

A. Dr. Sharon Feiman - Associate Professor of Education, University of Chicago

Ideological differences among teacher centers lead to quite different ways of posing and answering questions about their effectiveness. They also lead to different treatments and expected outcomes. There is no consensus about the best ways to help teachers improve in their work because teachers and classrooms vary as much as the conceptions about how they ought to be. Nor is there adequate empirical evidence to justify any ideological persuasion about teachers' learning. All centers are ultimately interested in knowing (and showing) that their efforts make a difference in the classroom. The problem with comparisons is that centers neither look for the same kinds of evidence nor interpret what they see in the same way. What one center views as the first step in a developmental process, another may consider the final destination.

Differentiating behavioral, humanistic, developmental centers serves three main purposes. First, it helps clarify the different ways that teacher centers have viewed their functions and designed their programs. Second, it highlights some of the concerns which flow from each perspective and have implications for evaluation. Third, the distinctions offer counter perspectives for examining the arguments in support of any one approach.

Too often evaluation is used to provide a data base for defending or attacking a particular program at refunding time. It would be more appropriate to concentrate on formative evaluation which can contribute to program development and provide more detailed information about centers in general. There is insufficient knowledge about what is going on in different kinds of centers, why those particular activities take place, how they relate to the needs and interests of center clients, what short-term and long-range effects are produced.

The first requirement is a comprehensive and clear formulation of the theoretical bases which undergird different center operations. From this, strategies for documenting what is taught and what is learned can be devised. Data about outcomes cannot be understood apart from descriptions of those processes which produce them.

The quality of center programs would be enhanced if centers were clearer about what they were trying to do and why, and could measure this against an empirically derived picture of what they were actually doing. Individual centers should develop the capacity to monitor their own activities through appropriate internal data-gathering procedures. Like-minded centers could use similar procedures to facilitate a progressive building on findings and methodologies.

In addition to evaluating centers on their own terms, the significance of their outcomes must also be considered. It is not enough to show that centers are producing effects or achieving goals which they set for themselves. Each center must also demonstrate that what they are accomplishing has consequences for the improvement of teaching in classrooms. Does the installation of new programs or the raising of teachers' confidence or the cultivation of critical judgement result in visibly better teaching?

The recognition of alternative center ideologies enables us to pose arguments and seek evidence which may fall outside the purview of a single perspective. Are the outcomes, both the intended side effects, intrinsically or universally desirable and do they result in consequences which have demonstrable effects on teachers' professional growth and classroom performance? This is the fundamental question in teacher education and one which has yet to be answered. People in centers can help build a body of knowledge that connects various strategies of intervention with the complex and long-range goal of better education.

Centers operate in a web of social, political and professional influences which complicate the task of assessing their worth. It is important to understand the forces which created a center in the first place and which continue to shape its program. For example, some centers represent the determination of teachers' unions to control inservice education; others reflect the shifting concerns of colleges of education from preservice to inservice teacher education; still others are caught up in causes like environmental preservation or parent education. If center leaders (and participants) can be straightforward about their educational mission, evaluators can perhaps shed more light on their accomplishments.

B. Dr. Larry Freeman - Director, Teacher Education and Program Approval

The following is a typed version of the cards submitted by participants in the evaluation session at the Teacher Center Conference.

GOAL: Cause teachers to examine classroom practices and their effects on students.

EVIDENCES:

1. Non-diminishing participation in centering activities;
2. Teacher testimony;
3. Student behavioral changes.

GOAL:

Improvement of reading.

EVIDENCES:

1. Increased range of strategies for teaching reading;
2. Increased confidence in personal skills;
3. Evidence of pupil growth in reading.

GOAL:

Involvement of classroom teachers in planning, implementing, and evaluating their own immediate and long-range educational development.

EVIDENCES:

Who governs the "Center"?

Use of center by educators;

Whether the users feel the center is meeting their needs.

GOALS OF TEACHER CENTERS: (May be objectives)

1. Have all teachers (within the jurisdiction of the teacher center) knowledgeable, able to critique and to select, use and evaluate appropriate ideas, processes or materials which they were not using previously.
2. Teachers who continually search for ways of evaluating the effectiveness of their teaching.

OVERALL GOAL:

Teachers with conscientious response to change, - not arbitrarily accepting or rejecting change.

EVIDENCE OF SUCCESS ON BOTH GOALS:

Questionnaire response, interview date, observation date and unobtrusive information which provides evidence of teachers responsive to the areas of the goals.

GOAL:

Improvement of the teaching-learning act, especially to effect the humanistic, affective climate.

WAYS TO LOOK AT:

1. Variety of activities utilized for individual learning experiences and/or tasks;
2. Pre-and post-classroom observation of teacher-student interaction;
3. Observation of teacher-teacher, teacher-administration, teacher-parent interaction.

GOAL:

Teacher centers will be the vehicles for the valid professionalization of teaching.

CRITERIA:

1. Teachers will have conducted reliable and valid needs assessment;
2. Teachers will have planned, developed, and field-tested curriculum materials;
3. Teachers will have developed "an open-mind" for and "see" the value of program evaluation.

GOALS:

a) Rational consideration, articulation, evaluation of some education philosophy/programme;
b) Communicative intercourse with rational conflict.

OBJECTIVES:

1. "The pyramids of Egypt start appearing in Peru"
2. Heterogeneity in groups with respect to opinions, approaches - reflecting deliberate attempt to search other perspectives, thoughts, approaches of others;
3. Teachers speak to their own underlying assumptions.

GOAL:

To facilitate a growth and development of teaching/learning styles and philosophy of persons using the center that reflects in their interactions with children.

OBJECTIVES:

1. Individual testimonials - somewhat subjective;
2. Via long-term advisory collaboration (both in the center and in classrooms) with individuals;
3. Development of commitment by individuals towards their development (reading, via workshop requests for advisory support).

GOALS:

Better education of children

1. Number of people using Center;
2. Comments made concerning use of center activities in classroom;
3. Teacher enthusiasm after a working session at the center.

GOAL:

That a teacher grows to see himself/herself as a researcher/learner/professional in the sense of

1. Understanding children well;
2. Being in touch with their own learning/teaching style;
3. Becoming an able designer of classroom activities (curriculum) within the context of 1 and 2.

You would know this had happened if:

1. Teachers were spontaneously discussing 1 and 2;
2. Teachers were actively planning curriculum based on 1 and 2;
3. Center staff was able to identify growth of the teacher in 1 and 2.
   (Teacher can speak to this. Interviews over time. Change of types of activities teacher does in center overtime. Teacher (argues for) takes on responsibility for program in center which does 1 and 2).

GOALS:

1. To update teaching skills for the improvement of instruction;
2. To foster collaboration between research, the current literature, institutions of higher education, government agencies and the classroom teacher.

EVALUATION:

1. Is the gap between what is known and what is practiced in the classroom lessening?
2. Is the teacher informed as to current issues and answers?
3. Is the teacher inquiring, questioning, asking for help and giving assistance?

GOAL:

That teachers working with one another through the center take control of the curriculum, both process and content, that they are a part of their daily work with children.

EVALUATION:

Teachers share things, positions, activities, and ideas. Teachers question themselves and others, rethinking positions, activities, and ideas. Teachers try different positions, activities, and ideas.

GOAL:

That the learning of students of all ages improves.

CRITERIA OF CONFIDENCE THAT GOAL IS ACHIEVED:

1. Increase in standardized test scores in reading, writing, and arithmetic of students of teacher center participating teachers;
2. Increase in school liking, behavior and attitude by students of teacher center participating teachers;
3. Increase in explication of rationale for use of a particular method with a particular student for a stated instructional goal of teacher center participating teachers.

GOAL:

To give support and recognition to the practicing teacher.

EVALUATION:

1. The ongoing use of teachers
2. The enthusiasm occurring which then returns to the classroom;
3. Teachers get involved in making and creating, reassessing curriculum approaches and materials;
4. Spontaneous verbal exchanges of ideas, possibilities, problems, experiences in teaching.

OBJECTIVE:

The teacher will be able to use the anthropology curriculum materials effectively.

GOAL:

To improve children's learning.

EVALUATION:

I don't know how directly.

Indirectly:

Look at teacher behavior -

1. By having observer write down what is happening;
2. Advisory support using clinical supervision model;
3. Collect artifacts, make portfolios of classroom evidence.

GOAL:

To assist and/or improve special education teaching skills via the use of educational media equipment, materials and systems.

EVIDENCES:

1. Increased usage of materials and techniques available through my teacher center
   a) informally observed on a person-to-person basis;
2. Formal evaluation procedure, using a written form aimed at gathering data from users as to effectiveness, goals met, and overall usefulness of teacher center;
3. Pre- and post-test of teacher compentencies in media utilization to evaluate inservice programs.

GOAL:

To help teachers to construct a point of view in the light of what is known about learning and thinking in children so that the teachers become self-sustaining intellectually and professionally, the ultimate goal being the well-being of children.

HOW TO EVALUATE: Evidence in both intellectual (thinking) and professional (practicing of):

1. Readings done by participants;
2. Activities engaged by participants;
3. Quality of issues engaged by participants;
4. Quality of ideas generated by participants;

Evidence could be available from organizations of teachers, teachers diaries, collections of children's work.

GOAL:

To improve learning occuring in the students associated with the users of the centers.

EVIDENCE:

1. Student performance data related to the specific goals/objectives of center programs whether:
   a. Behavioral oriented
   b. Humanistic
   c. Developmental
   d. Some other conceptualization typology.

   What difference does the center make in the "kids"?

C. Barry H. Weiss - Director, Teacher Certification, Illinois Office of Education

Title: Policy Implications of Teacher Center Evaluation - The Policy Perspective of Governmental Administrative and Legislative Staffers.

TEXT:

Educational policy makers situated in governmental, administrative and legislative positions do not always appear to receive the kinds of evaluative data that is most salient to them. For example, educational staffers charged with task of considering proposals to support particular legislation, to continue funding, to promote a set of regulations, to develop a particular kind of appeals system, or to take a position on a host of other related issues tend to approach the task with a set of concerns different from those of practitioners. Failure to provide policy makers at the staff level with information related to their unique problems results in the failure to achieve that which is being promoted.

Although problems in determining the purposes of evaluation and the related question of the utility

of evaluative data are found in the literature on evaluation, the following categorization of policy concerns may prove helpful in closing the gap between generators of evaluative data and the educational staff in official structures who are charged with the responsibility of considering policy issues:

1. Educational and logical considerations
    a. Is there a rationale for what is being proposed?
    b. Is the rationale sound?
    c. What evidence suggests the appropriateness of supporting the proposal?
    d. What evidence exists on the side of opposing the proposal?
    e. Are there other alternatives for what is being proposed?
    f. Is the proposal consistent with previous policy in the area in question?
2. Managerial considerations
    a. What will be the proposal's effect on existing structures - schools, agencies, universities, etc.?
    b. What will be the proposal's effect on personnel?
    c. What kind of economic liabilities does the proposal entail?
3. Constituent group considerations
    a. Which groups are potentially effected by the proposal?
    b. What is the proposal's effect on positions held by constituent groups?
4. Political considerations
    a. Which, if any, political figures need to be consulted concerning the proposal?
    b. Is there a response to the proposal that may develop along party lines?
5. Procedural considerations
    a. Will outside input be necessary for the development of the proposal?
    b. What format should outside input take--formal or informal hearings, written testimony, etc.?
    c. To what purpose should outside input be solicited to legitimize the proposal, to modify substantially the proposal, to inform constituent groups of the proposal, etc.?
    d. Where in the official structure should the proposal be developed and considered for implementation?

The political tone of this categorization scheme is intentional and stems from the assumption that things educational cannot easily be removed from things political. Therefore, evaluative data should, to the greatest extent possible, be sought with appropriate attention paid to the needs and concerns of staff level policy makers.

D. Cora Lederer - Sixth Grade Teacher, Wheaton, Illinois

The purpose of the Maine Township Teacher Learning Center is to help teachers improve the process of educating children. We try to serve the teachers by 1) providing practical workshops related to improving teaching skills, and 2) keeping them up to date on current curriculum trends, and 3) providing abundant resources for constructing teaching aids for the classroom, and 4) creating an atmosphere where ideas about education can be shared.

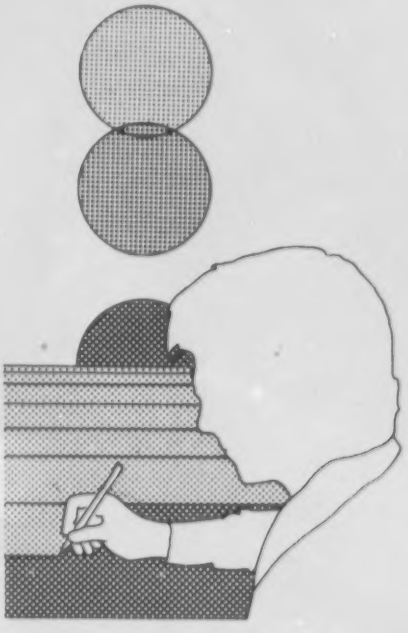
In order for us to know that we are fulfilling the purpose of the center, we have dedicated ourselves to keeping complete records of (1) how many teachers use the center, (2) surveying the needs of the teachers in the area, and (3) requesting that evaluation sheets be filled out after each workshop. Once a month the Advisory Board reviews the sign-up sheets, survey sheets, and workshop evaluations. Every three months the statistics are pulled together from sign-up sheets so that an ongoing record is available of how many people are working at the center, how many school districts are being served, and how many student teachers are using the center.

Visual materials were used to demonstrate how the fact sheet works. By using two colors, a check is made on how many of these services and clients have increased since the end of last year to February of this year. A constant review of program and clients is part of the evaluation process. A survey of teacher needs was also visually presented. A list of workshops is disseminated in language arts, math, social studies, science, art, drama, to elementary and junior high teachers. A current mailing list is kept from the sign-up sheets at the center. Teachers are requested to sign up so we can constantly reuse the mailing list and are aware of what teachers want to use at the center. This also provides input for ordering supplies that teachers need.

By collecting relevant data on center activities, teacher participation, teacher needs, workshop evaluation, center usage and projects, future funding sources will be in a better position to determine our accountability and effectiveness.

4. Resources, the Community, and Exchange Networks - Dr. William Fibkins

See Concurrent Session "A" #1



LAST GENERAL SESSION

Teacher Growth in Perspective - Louis J. Rubin

Inservice education has been virtually a lost cause. Taken "in toto," this leads to three fundamental conclusions: teacher professional growth has not been taken seriously, it lacks a systematic methodology, and it has been managed with astonishing clumsiness. It is not surprising, therefore, that teachers have grown accustomed to its impotence, and that administrators have come to regard it as a routine exercise in futility.

I would like first to comment briefly upon some of the propositions that already have been advanced, mainly to amplify their implications with some of my own research findings, and then to consider several other aspects of teacher growth.

Bush and Allen and Meade and Fischer, it seems to me, touch upon a point of great significance when they express concern over the lack of continuity between preservice and inservice learning. Whether one prefers to view teaching as an art or as a science, there is an inescapable need to acquire an integrated set of skills and understandings. Many of these can be learned only after the teacher has left the training institution and is ensconced, foursquare, in the realities of the school scene. Time is an indispensable element in the development of craftsmanship. Skillful teaching, in other words, rarely is developed without several years of practice, howsoever good the preliminary training. True competence is nurtured by meaningful experience. We must, therefore, overcome the notion that training is synonymous with ability.

Appropriately, Bush draws attention to the lack of rigor that has accompanied most inservice education endeavors. More often than not, the programs are characterized by a conspicuous lack of precision; that is, a learning objective is not coupled with an efficient means to its attainment. An attempt to improve science teaching, for example, often amounts to no more than a few lectures on inductive learning. Realistically, however, better science teaching will not come about until a teacher has mastered techniques that are superior to those he is using. Such mastery, obviously, almost never is a by-product of listening to a lecture or viewing a demonstration. The development of skill in teaching is no different from the development of skill in cooking, carpentry, or painting. The practitioner must engage in repeated practice, evaluate his progress in some systematic way, and cumulatively increase his adeptness.

There is no reason why teachers, day by day, cannot become a bit more proficient. Too often we have succumbed to the mystique that the continuing education of teachers must occur outside the teacher's classroom and away from children who are learning. Given a rational system of improvement - one in which the growth objectives are clear and in which there is a suitable fit between means and ends - a teacher in his fifth year of teaching should be infinitely more able than he was in his first year. That this is not always the case is perhaps the severest criticism of our present system.

We have not made an adequate effort to provide the support essential to the continuing education of teachers. While, admittedly, it is the teacher who must achieve understanding and acquire

skills, we are naive to assume that these are automatic by-products of training. Meade suggests it is necessary for educational leadership to establish an environment that is conducive to growth. Such an environment will necessitate the repair of many of our personnel management practices.

In the present way of things, as a case in point, better preformance in the classroom ordinarily does not result in any direct payoff to the teachers. As a result, teachers frequently do not find it imperative to increase their competence. Most teachers have a genuine desire to teach as well as they can, but their motivation often is dissipated by a variety of organizational adversities. An administrator, for example, may emphasize rigid student control to such an extent that permitting the free plan of natural learning is detrimental to a teacher's reputation. Thus, even where the opportunity for professional growth is high, teacher incentive may be low.

It is doubtful, moreover, whether we can get very far without some provision for rewarding superior teaching. Apart from the fact that most humans have a strong interest in recognition, the failure to distinguish - in the average school - teaching that is very good or very bad tends to imply either that we do not know the difference or that we do not care. The nature of the reward, I suspect, is not crucial. Although monetary incentives are often suggested, it may well be that an honorific title like "master teacher", if it carries sufficient distinction, might do as well.

The expectation of sustained renewal, to cite another instance of faulty, organizational management, has never really permeated our professional ethos. Improvement is not the inevitable consequence of experience. The practitioner's failure to mature through seasoning is perhaps more a problem of demand than of lethargy. Like most other workers, teachers tend to function at the prevailing level of expectation. It often is possible to obtain a finer performance simply by raising the going rate. Interestingly enough, higher expectancies, in most cases, do not seem to either threaten or fatigue teachers. Although greater amounts of energy and commitment are called into play, the additional levy usually is offset by the intrinsic satisfaction that comes from contributing significantly to the progress of one's students. It is this reservoir of personal philanthropy - the human benevolence that makes education a helping profession - that we must begin to draw upon more heavily.

In most instances we act, to illustrate still another weakness in our treatment of teachers, as if the pleasure of labor were a natural consequence of employment. One of our more conspicuous failures, therefore, has been our seeming unwillingness to explore various ways in which the job satisfaction of teachers can be increased. The joys of productive work come in many shapes and forms, and we perhaps have unwittingly wasted the pleasures of craftmanship through our method of organizing the relationship between children, teachers, and administrators. Professional improvement cannot flourish in an environment of impoverished morale.

In recent decades, social scientists have learned much about the internal workings of organizational life. These findings for the most part have been ignored in our primitive approach to structuring the school. An ongoing confrontation between two opposing camps serves as a useful illustration. There are those, for example, who are

convinced that the salvation of schooling lies in the production of instructional materials that overcome any limitations which may abide in the individual teacher. And there are those who are equally convinced that the teacher must captain his own professional soul and be free to manage his own intellectual pursuits. It is likely, however, that sanity lies somewhere between these two extremes. To ignore the importance of clear teaching objectives, sound methods, and responsible evaluation would be irrational. But it would be equally foolish to assume that teachers are pawns who can be manipulated either through the genius of their administrators or through prescribing inalterable behavior. We are driven to search for ordered regularity, as we should be, but the more we become preoccupied with such ordering, the easier it is to forget the irregularities in human emotion and intellect.

If there is to be significant improvement in education, the nation's teachers as professionals must participate in their own intellectual growth. They must, in short, have an improvement program that allows them to advance their professional artistry.

The program must first acknowledge that the competence and zeal of the teacher are far and away the two most important factors in quality instruction. Teachers differ tremendously in their strengths and weaknesses, in their intellectual backgrounds, and in their interpersonal responses. Yet we tend in our teacher education efforts to treat them as all of a kind.

Perhaps the greatest argument in favor of a new approach to the continuing education of teachers stems from this pressing need to accommodate teacher differences, a need that arises simultaneously on several fronts. Successful teaching, for example, requires a number of distinct skills. Teachers differ markedly in the degree to which they have mastered these skills. Their professional needs, accordingly, are anything but uniform. As things now stand, there is little if any effort to differentiate individual need in professional improvement programs.

The American system of education being what it is, all our schools are not the same. Parents frequently have different expectations for their children, and even when their aspirations are similar, children do not learn in the same way. Thus an intellectual idea may have more relevance for one group of youth than for another; consequently the teaching of eighth grade history may need to vary from situation to situation. We must therefore devise some system through which we can help teachers acquire the skills with which to accomplish a particular teaching goal, in a particular educational setting, with a particular kind of learner. In short, we must make it possible for the teacher to function effectively in the subculture of the school in which he finds himself. Since teachers are as unique as other humans, and since the appropriateness of a teaching technique varies with the task at hand, the continuing education of teachers will need to be dealt with multilaterally rather than unilaterally. Hence, one of our crucial problems is to invent procedures through which professional growth can be personalized, allowing teachers to cope with their own idiosyncratic needs, to begin at their own level of sophistication, and to progress at their own optimal rate.

The difference between routine teaching and inspired teaching depends to a large degree upon the teacher's own sense of motivation and commitment. The desire to change, if it is to be consequential, must come from within the individual teacher himself. Inservice education should not be, as it has sometimes been, merely another theater for puppets. It should set a stage for growth.

Good teaching depends upon more than a knowledge of technique alone. Allen, for example, refers to a mastery of subject, instructional adeptness, and "personological" skills. Since these labels encompass most of the behavior we ordinarily conceive of as teaching, they probably are as useful as any others. Underlying such general attributes, however, there may be something more fundamental. The way a teacher perceives of himself and his role, his attitude toward education, his belief in the children he teaches, and his basic commitments all influence the quality of his work. Perceptions are often misperceptions. Our attitudes, values, and beliefs can be distorted by defective experiences. Sharpening one's sense of purpose, too, must be a component of continuing education. Real learning causes the learner to alter his behavior. Inservice education, then, must offer a rich opportunity to acquire personal insights that lead to new ways of behaving in the classroom. In view of the enormous influence our beliefs have on our actions, the scant attention we have given to teachers' values is little short of remarkable.

I believe that we should give teachers more time to think about the consequences of what they are doing, for it is the teacher's values that will determine what he will consider as appropriate learning behavior in his students. Values are the stuff that thought is made of. How the teacher feels about something, how strongly, and in what order of importance are tightly interwoven with his view of the educational process.

As we organize for the needed reform of teacher inservice education, it may be possible to take advantage of social forecasting and in so doing to concern ourselves not with the transition from past to present, but with the forthcoming transition between present and future. The movement to innovate has now achieved significant momentum. Major overhauls have been made in most areas of the curriculum. Research and development efforts are so prolific that it literally is impossible to keep pace with all that is going on. If we look ahead, if only with fractional astuteness, and foresee the margin between where we are and where we must go, we might now begin to prepare teachers who will be able to function effectively in the schools of 1984.

As a consequence of our growing understanding of the way children learn, new instructional methodologies are far more precise than their precursors. Usually, less is left to chance and more is prescribed. Thus teacher training itself can become much more precise. Theoretically, at least, the possibility of guaranteeing pedagogical effectiveness will increase. If this is the case, the possibility of insisting upon demonstrable performance will increase correspondingly. In the absence of methods that under specified conditions brought perdictable results, inservice education activities understandably were vague and nebulous. With the development of more systematic procedures, however, the retraining activities themselves can

become equally systematic.

The issues that immediately arise in this connection are those of accountability. Rising educational costs and a mounting dissatisfaction (both rational and irrational) with the output of the schools have increased the clamor for assessment. Despite various forms of counter resistance, the odds are that the demand for rigorous evaluation will grow. The potential of measuring incremental gains in a child's learning, together with the possibility of linking these to the specific instruction he has received, will almost certainly lead to a greater emphasis on assessment. Concomitantly, there will be a greater effort to fix accountability upon the individual teacher. One may reasonably assume, as a consequence, that the teacher's desire to pass evaluative scrutiny will increase proportionately. And one may further assume that teachers themselves will solicit professional improvement activities that hold up under the same kind of assessment - activities that, in effect, guarantee greater teaching proficiency.

The need for perennial teacher education that counteracts outdated and defective techniques is hardly unknown. Inservice education has been a standard educational artifact for most of the 20th century. That its benefits have been recognized, however, has not been of much consequence. Men tend to survive whatever does not bother them greatly, and the futility of most professional growth activities has not been much of a bother. Our prolonged complacency must be interrupted for several reasons. First, bad situations ought not go unremedied. Second, since a burgeoning program of research and development has greatly enlarged the possibilities for revitalizing education, teachers are likely to be reduced to using stale procedures more quickly than in the past. Third, the availability of new technology makes it possible to attack professional growth with greater efficiency and precision. And, fourth, there is much to suggest that teachers are best developed "after" they are inserviced rather than before.

In view of all this, the dimensions of the needed reforms are obvious. To begin with, we must have a sharp reversal in our policies regarding the ongoing education of the practicing teacher. The veneration of professional growth must have its place among other educational priorities. The movement will require time, money, energy, and commitment. If we acknowledge that our schools can be no better than the teachers who serve them - and there seems to be no way to avoid this circumstance - an obsession with the continual betterment of teaching is essential. If we fail to overcome our deficiencies, we may well waste all the other efforts that have been invested in the educational enterprise.

Finally, despite our incomplete grasp, we must nonetheless energize ourselves. I conducted teacher retraining experiments in some 45 school districts throughout the nation. The results demonstrated that professional improvement can go hand in hand with professional service. Among other things, we were able to transfer successful teaching strategies from one teacher to another; to achieve measurable growth through programs that went on during the teaching day; and, perhaps of greatest importance, to make continuing education a conscious part of professional life. The modest success of these experiments suggests that the frontier is farther ahead than most of us suspect.

CONFERENCE EVALUATION

The following questionnaire was distributed to participants at the Midwest Regional Teacher Center Conference to assess the overall results:

1. Were objectives clearly stated?

Answer: yes 80%
no 20%

2. Were objectives in accord with Conference objectives?

Answer: yes 96%
no 4%

3. Was time appropriately used?

Answer: yes 89%
no 11%

4. Degree to which objectives were met?

Answer: On a 1-5 scale indicating an increasingly higher degree of effectiveness of none to a great deal, the following composite resulted:

1	2	3	4	5
2.8	2.7	11.0	34.1	49.2

5. Effectiveness of presenters?

1	2	3	4	5
.0	.06	19.	29.0	46.0

6. Effectiveness/appropriateness of support materials?

1	2	3	4	5
.01	.02	15	23.0	56.0

7. What was the most important thing you learned?

Answer: The following responses indicate the order of importance placed on training and information received by participants.

General Information on:

Range of media/training services offered by teacher centers
Research and general status of teacher centers
Funding sources
Status of federal legislation: P.L. 94-142
Management and organization of a teacher center
Extent of community and professional interest in teacher centers

Specific Information about:

Handicapped Legislation: P.L. 94-142
Illinois State Library services
Evaluation techniques
Proposal writing
IRDN project
Cooperative grouping skills in the classroom

8. How would you improve the training presentations?

Answer: The presenter was too pessimistic
Some sessions needed visuals/media
When a presenter makes a committment, that person has the responsibility to remain to the end of his presentation
Would have liked more evaluative tools
Audience lacked sufficient background

9. Was this relevant for you?

Answer: yes 93%
no 7%

10. Comments by participants:

Informative and well done
Many opportunities to share information
More teachers should have been invited.
Dr. Cronin's speech was informative and entertaining

Sorry I could only stay for one day.

Creative and practical presentations.

Rubin summarized in such a way to make us think we can get it together.

Experiences of teacher center directors were worth hearing.

The casual atmosphere facilitated an easy exchange of information in Fibkins session.

The best parts were the ques./ans. sessions.

Jim Stowell was a superb presenter and well informed.

The sharing concept was always present.

Rubin gave us some hope to continue.

Presenter made everyone feel part of the session.

Presented too narrow a concept of teacher centers.

It was all informative and interesting.

The tours gave us a good first-hand look.

Sinclair presented the most informative approach to this topic I have yet received.

It was great - thanks a lot.

Needed more time for questions.

Thanks for telling us about 94-142.

Many helpful ideas for establishing new center.

AD HOC RECOMMENDATIONS

On Thursday night, March 3, 1977, a group of interested and energetic Conference participants met to discuss some of the issues associated with teacher center development in the upper midwest. The following is a list of recommendations developed by the group.

1. A more concerted effort should be made to support cooperative networking of information through the regional and local centers of the states.

2. SEA's should put money into teachers' centers - possibly in state matching grants.

3. SEA's should provide leadership support, planning and encouragement for professional staff development programs.

4. Teacher center would be an effective model to meet the training needs of special education teachers required by P.L. 94-142.

5. A concern was expressed that more teachers were not represented at the Conference.

6. SEA's should develop and disseminate newsletters on staff development opportunities and programs.

7. Education should be interested in the growth of human beings, not in the perpetuation of bureaucracies.

8. Organize and fund an SEA task force on staff/development to explore alternatives. Let us help you plan.

9. Don't be afraid to involve teachers as partners and contributors to the education and planning processes away from the school setting. They will serve as catalysts to open up teachers/administrators to new models of staff development.

10. The philosophy of the teacher center, one of supporting, acknowledging and sharing personal and professional growth, should be fully infused at all levels into the educational process.

Dr. William Attia, District Superintendent
Glenview District #34
1401 Greenwood Road
Glenview, Illinois 60025
Expertise: Public relations - school - community, building relations, classroom, district level, public and private school communications. Organizational skills - analysis, theory, and practice, PPBES - program planning, budgeting, shared management, and decentralization.
Other interests: Home carpentry - designing, building (recreation rooms), electrical work and plumbing. Camping camper-style - experience in Illinois, the United States, and Europe.

Ms. Jayne Barry, Coordinator
Special Education Media and Information Services (SEMIS)
3100 South Kedzie Avenue, Room 208
Chicago, Illinois 60623
Job description: S.E.M.I.S. staff member with the purpose of deriving maximum benefits for the special child, supervisor of practice students and a team leader for a faculty of 24.
Expertise: Trained and qualified in the education of the hearing impaired with experience as a teacher in all levels of instruction.
Other endeavors: Served as a staff member on a federally funded program, "Utilizing Innovation Media for Pupils with Communication Disorders." The major thrust of this project was to aid deaf students to achieve communication skills and greater concept expansion through new perceptual modality utilizing various types of media. Conducted two summer workshops for teachers and media aides on the efficient operation of the videotape camera, Sony Rover, and the production of videotapes for classroom use.

Dr. Barney Berlin, Chairman
Curriculum and Instruction
Loyola University
820 North Michigan Avenue
Chicago, Illinois 60611

Dr. Robert Bunt, Principal
Deer Creek Junior High School
Dimstead Drive
Park Forest South, Illinois 60466

Ms. Susan Carpenter, Co-Director
Teacher Curriculum Work Center
Hyde Park Y.M.C.A.
1400 East 53rd Street
Chicago, Illinois 60615
Phone: 312/955-1329
Job description: Full-time staff member Teacher Curriculum Work Center with programmatic and administrative responsibilities.
College: Antioch College, Yellow Springs, Ohio
University of Chicago - Teacher Education
Available for workshops.

Mr. Larry Chase, Executive Director
Northwest Educational Cooperative
500 South Dwyer
Arlington Heights, Illinois 60004
Job description: Director of Title III self-renewal project, inservice trainer.
Publications: Author of The Other Side of the Report Card.

Larry Chase (Continued)

Expertise: Teacher Effectiveness Training (TET) values clarification, can talk about the realities of Innovation (power, role authority).

Ms. Cheryl Christensen, Coordinator
Teacher-Operated Teacher Center
Glenview District 34
1401 Greenwood Road
Glenview, Illinois 60025
Phone: 312/724-7000 ext. 28
Job description: Began a teacher center, plans budget, activities to meet needs assessment, facilitates teacher involvement.
Expertise: Peer group counseling - role playing, decision making, values clarification, leadership, workshops on communication; sex role stereotyping; proposal writing; day care center organization - early childhood; resources for workshops.
Other interests: Landscaping and outdoor gardening; Ukranian egg decorating.

Dr. Joseph Cronin
State Superintendent of Education
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777

Ms. Dorothy Crow
Physical Education Teacher, Board of Education
Teacher-Operated Teacher Center
1401 Greenwood Road
Glenview, Illinois 60025
Phone: 312/724-7000
Job description: Elementary P.E., Chairperson of the Board of Directors for the teacher center.
College: Marietta College, University of Wisconsin, Northwestern Illinois University - M.A.
Expertise: Workshops on P.E., teacher center consultant.
Available for workshops.
Current projects: Curriculum development and program planning, primary mental health.
Other interests: Youth work, physical fitness progress.
Something special: Organizational strengths.

Sister Judith Davies, Principal
St. Mary's Elementary School
227 Monee Road
Park Forest, Illinois 60411

Ms. Maria Desmond, Principal
Meadowood School
1667 School Street
Chicago Heights, Illinois 60411
Phone: 312/672-6101
Job description: All things to all people.
College: Prairie State, Northern Illinois University, Governor's State, and Chicago State.
Expertise: General education, teacher centers, early childhood, empathy training, communication skills.
Available for workshops on a limited basis.
Other interests: Sports - swimming, tennis, golf.

Mr. Charles (Charlie) Doyle, Director
Inservice and Program Development
School of Education
DePaul University
2323 North Seminary
Chicago, Illinois 60614

Dr. Ronald Fable, Director
Professional Development Center
Crete Elementary School
Crete, Illinois 60417
Phone: 312/672-5113

Dr. Sharon Feiman
Department of Education
University of Chicago
5835 Kimbark Avenue
Chicago, Illinois 60637
Expertise: Research and evaluation of teacher centers; several publications.

Dr. William Fibkins, Director
Bay Shore Junior High Teacher Center
Bay Shore Public Schools
Brook Avenue
Bay Shore, New York 11705
Job description: Counseling teachers and others, identifying needs, listening.
College: Syracuse - Ph.D. in counseling, research on peer counseling, laymen helping laymen.
Expertise: Counseling, listening.
Not available for workshops.
Current projects: Wrote a book on people stating how to learn a sense of community - parents and kids. Problems of the aged teacher.
Other interests: Music - jazz, blues.

Ms. Susan Ford, Teacher
Pleasant Ridge School
1730 Sunset Ridge
Glenview, Illinois 60025

Dr. Lawrence D. Freeman, Director
Teacher Education and Program Approval
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777
Phone: 217/782-5859
Job description: Approval of teacher education programs.
College: University of Nebraska; Co-director, Nebraska Confederation in Early Childhood; Associate-director, Study Commission on Undergraduate Education and Education of Teachers; several publications on the legal and managerial aspects of teacher education.
Not available for workshops.

Ms. Virginia Giddens, Educational Consultant
Program Services Team, Chicago
Illinois Office of Education
188 West Randolph Street, 6th floor
Chicago, Illinois 60601
Phone: 312/793-5560
Job description: Inservice facilitation/facilitator/liaison/ resource person assigned to 29 districts in DuPage County.
Projects: Slide-tape presentation on teacher centers.
Expertise: Contracts in the classroom, describe Individualized Instructional Programs, components

Virginia Giddens (Continued)

of the individual instructor to first hand information on attitudinal changes (traditional to open teaching).

Available for workshops - will work with any group interested in knowing what teacher centers are.

Other interests: Music.

Dr. Donald Holste
Assistant Superintendent
Urbana District 116
1201 South Vine Street
Urbana, Illinois 61801

Job description: Special responsibility for research and program coordination; evaluate school improvement projects, develop research reports, assist teaching personnel and community planning committees, cordinate curriculum development, supervise school-university projects, information retrieval.

College: Concordia College, Butler University - M.S., Valparasio University, University of Illinois - Ed.D.; Adjunct Professor in Department of Educational Psychology, and visiting lecturer in Department of Educational Administration, University of Illinois. Conducts school-university seminars for advanced graduate students involved in school-initiated research and development projects.

Ms. Linda Kaneski, Teacher
Crete-Monee School District
First and Lumber
Crete, Illinois 60417

Job description: Involved in research aimed at Validating the Professional Development Center, member of the Project Steering Committee.

Expertise: Early childhood education.

Ms. Eugenia Kemble
Special Assistant to the President
American Federation of Teachers
11 Dupont Circle, N.W.
Washington, D.C. 20036

Job description: Develops program and policy on such issues as early childhood education, education for the handicapped, career education, and school finance; liaison to the Forum of Education Organization Leaders of the United States Organization for Economic Cooperation and Development; serves as staff director for the AFT's Task Force on Educational Issues.

Publications: Monograph on performance-based teacher education published by the American Association of Colleges for Teacher Education.

Mr. Sherwood Kirk, Associate Director
Library Operations
Illinois State Library
Centennial Building
Springfield, Illinois 62701

Ms. Cora Jane Lederer, Teacher
Eugene Field Elementary School
707 Wisner Avenue
Park Ridge, Illinois 60068

Job description: First grade teacher, 33 years public school teaching experience.

College: Colorado State, M.A. - University of Wyoming, Northwestern University, National College of Education.

Projects: Negotiator for Park Ridge Education Association (PREA) - twice president; helped

Cora Jane Lederer (Continued)

write and negotiate the first Master Contract for Park Ridge teachers; one of the founders of the Maine Township Teacher Learning Center, currently serving as president of the Center's Governing Board.

Other interests: Teacher rights.

Ms. Lynn Marro, Teacher
Yankee Ridge Elementary School
Urbana District #116
Anderson and Mumford
Urbana, Illinois 61801

Dr. Thomas O'Brien
The Teacher Center Project
Box 122
Southern Illinois University
Edwardsville, Illinois 62026
Phone: 618/692-2118
College: Iona College, New Rochelle, N.Y. - B.S.; Teachers College, New York, N.Y. - M.A.; New York University - Ph.D.
Publications: Author of Odds and Evens, Thomas Y. Crowell Co., 1971; written and edited several articles appearing in various educational journals.
Expertise: Math.

Ms. Becca Rosen, Co-director
Teacher Curriculum Work Center
Hyde Park Y.M.C.A.
1400 East 53rd Street
Chicago, Illinois 60615
Phone: 312/955-1329
Job description: Full-time staff member with programmatic, administrative, and financial development responsibilities - Arts Coordinator, Workshop Leader, and Funding Coordinator.
College: Northwestern University, University of Grenoble, Chicago Musical College of Roosevelt University - B.M. and M.M., Roosevelt University M. and Ph.D.
Expertise: Music education.
Available for workshops.

Dr. Louis Rubin, Professor
Office for the Study of Continuing Professional Education
College of Education, Room 130
University of Illinois
Urbana, Illinois 61801
Job description: Teaching and research.
College: University of California at Berkley; emphasis on curriculum.
Expertise: Inservice education.
Available for workshops.
Projects: A book in progress.
Other interests: Humanistic education.

Ms. Dianne L. Sautter, Director
Education Resource Center
3171 North Halstead - Second floor
Chicago, Illinois 60657
Phone: 312/935-1151
Job description: Director of a not-for-profit community based resource facility for teachers, parents, and the community.
College: University of Illinois - B.S. Special Education.
Available for workshops.
Projects: Fund raising, program development, and management.

Dianne Sautter, (Continued)

Other interests: Tennis, ceramics, sailing, skiing, art, and music.

Dr. Allen Schmieder
United States Office of Education
NCIES, Room 3050 ROB 3
Seventh and D Streets
Washington, D.C. 20202
Phone: 202/245-2235
Job description: Responsible for teacher centers, competency-based education, et. al.
College: Edinboro State, Ohio State - emphasis: Geography.
Expertise: Staff development, teacher education, geography.
Sometimes available for workshops.
Projects: Working with the United States on environment.
Other interests: Sculpting, poetry.

Dr. Alan Sinclair, Director
Alternate Learning Center
Rhode Island Department of Education
22 Hayes Street
Providence, Rhode Island 02908
Phone: 401/277-2841
College: Bridgewater State College, Massachusets - B.S.; Worcester Polytechnic Institute - M.N.S.; Boston University and Trinity University (San Antonio) - Nuclear Physics.
Expertise: Consulting, teaching, writing.
Other interests: Tennis, chess, oil painting, writing, and reading.

Mr. Al Sterling, Coordinator
Professional Development and Resource Center - North
2701 North Magnolia
Chicago, Illinois 60614
Job description: Orchestrate the multiple functions of the center.
College: Chicago State University - M.A. - Social Studies.
Available for workshops.
Projects: Convert the teacher center into a student resource center with the focus on ethnicity.
Other interests: Model railroads.

Mr. Jim Stowell
Assistant Director - Resource Services
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777
Phone: 217/782-0265
Job description: Direct activities around P.L. 94-142.
College: Mankato State College, Minnesota - B.S., University of Wisconsin - M.S. - emphasis: special education
Expertise: Preparation of federal projects, specialized educational programs, speech therapy.
Available for workshops that are IOE related.

Ms. Linda Vass
Program Services Team
Illinois Office of Education
188 West Randolph Street
Chicago, Illinois 60601

Ms. Yvonne P. Waskin, Assistant Professor
Department of Elementary and Special Education

Yvonnne F. Waskin (Continued)

College of Education

336 Erickson Hall

Michigan State University

East Lansing, Michigan 48823

Phone: 517/355-1838

Job description: Teach Language Arts Methods at graduate and undergraduate level and Coordinator for the Honors College in the College of Education, arranging for Honors Courses and planning programs.

College: Western Michigan University - B.A.; University of Buffalo, New York - M. Ed.; Wayne State University, University of Michigan - Ph.D.

Publications: Author of Teacher - Pupil Planning for Better Classroom Learning, Harper and Row, 1958, and several articles appearing in various education journals.

Mr. Barry Weiss, Director

Certification and Placement

Illinois Office of Education

100 North First Street

Springfield, Illinois 62777

Ms. Inez H. Wilson, Education Advisor

Education Resource Center

3171 North Halstead

Chicago, Illinois 60657

Phone: 312/935-1151

College: City College of the City University of New York, Baruch College, New York - B.A.

Expertise: Initiator, leader and strategist/ team teacher, Cluster Group Leader, remedial reading, open education advisor, one of the founders of an experimental New York City Alternative School.

Available for workshops.

Projects: Participating in unique Principals' Study Action Group, teacher - representative to school council.

Something special: self-motivated; seeking professional growth through study, research and practical applications.

Mr. Richard Young, Media Specialist

Specialized Office for the Deaf and Hard of Hearing

318 Barkley Memorial Center

University of Nebraska

Lincoln, Nebraska 68583

Phone: 402/472-2141

Job description: Teach media courses, perform inservice workshops in media production and Adaptation for special education and the deaf.

College: Nebraska Wesleyan - B.A. Music Education; Northern Colorado University - M.A. Music Education and Media.

Expertise: Photography, media production and adaptation, slide-tape production, multi-media and coordinated media applications in education.

Available for workshops.

Projects: Performing inservice workshops in all areas of special education throughout the United States.

Something special: 13 years as a public school teacher, 5 years as a TV photographer, 4 years as a radio announcer, 33 years as a performing musician playing base violin in symphonies and various musical groups.

Mr. Vern Young

Crete-Monee Teachers Association

Crete-Monee, Illinois 60417

Vern Young (Continued)

Job description: Teacher involved in developing a competency-based teacher evaluation model and using this model in identifying professional growth needs; representative of the local teachers' association.

Ms. Shirley A. Harris
Specialized Educational Services
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777
Phone: 217/782-2436

Job Description: Educational Specialist - Area Learning Resource Center project, information dissemination, teacher center history and development in Illinois. Coordinator of Illinois Teacher Center Communication Program

Projects/Expertise: The Teacher Center in Illinois: A Different Way to Grow. Coordinator of Midwest Regional Teacher Center Conference. Elementary-secondary teacher, orthopedically impaired, regional and state services for handicapped children. Liaison to REMIS projects. Available for teacher center consultation on limited basis.

College: Mundelein College - English, Elementary Education. Sangamon State University, Education Administration.

Miss Pamela Crawford
Teacher Center Communication
Program Intern
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777
Phone: 217/782-2445

Job Description: Assisted Coordinator in all phases of organizing and implementing the Midwest Regional Teacher Center Conference, the six state survey and the teacher center publications.

College/Expertise: Graduate of Sangamon State University in communications and public relations, workshop planner, child abuse and neglect.

PARTICIPANTS

Dr. Bill O. Anthis, Assistant Superintendent
Fort Wayne Community Schools
1230 South Clinton Street
Fort Wayne, Indiana 46802

Tom Ascher, Director of Media Services
South Metropolitan Association
Home: 170 Dawn Lane
Chicago Heights, Illinois 60411
Phone: 312/755-5141
Job description: Media development; coordinate teacher center for regional special education.
College: University of Chicago - B.A.; Governor's State - M.A. Communications - motion pictures and slide films.
Expertise: Audiovisual production.
Available for workshops.
Projects: Public awareness and inservice projects with new, innovative special education programs.
Other interests: Cross country skiing, biking, hiking.

Ann Atkin, Teacher Center Consultant
1109 Westlawn
Champaign, Illinois 61820
Phone: 217/356-4239
Job description: Outreach worker and volunteer coordinator for the Parkland College Program for the Long Living.
College: Curriculum Laboratory at the University of Illinois, Parkland Community College.
Expertise: Teacher center resource person, dissemination and diffusion of information in this area using videotape for supervisory work.
Available for workshops.
Projects: Teaching courses in physical fitness to the elderly.
Other interests: Hiking, gourmet cooking, travel, gardening, reading, dance concerts, and other musical events.
Something special: Great interest in helping others. Have no empires of my own to build.

Josefina Ballesteros-Gross, Coordinator
Bilingual Psychological Services
Illinois Resource Center, Northwest Educational Cooperative
500 South Dwyer Street
Arlington Heights, Illinois 60005
Phone: 312/255-9820 - Ext. 46
Job description: Coordination of the delivery of bilingual psychological assessments to limited English ability students throughout Illinois.
College: University of Veracruz, Mexico - M.A. Experimental and Educational Psychology; Southern Illinois University - Carbondale - M.A. Special Education.
Expertise: Project management; psychological evaluation for students who are bilingual; organizational skills; experience in teaching TMH and EMH students for five years.
Available for workshops.
Projects: Bilingual Psychologists network; inservice training workshops; work with Bilingual Education Service Center developing strategies to better serve the bilingual students in all areas of education.
Other interests: Tennis, reading, travel.
Something special: Bilingual-bicultural characteristics.

J. Ballock
School District #64
2000 Lewis Avenue
North Chicago, Illinois 60064

Mickey Bass-Olsen
The Teacher Center
Arlington Heights District #25
301 West South Street
Arlington Heights, Illinois 60004
Phone: 312/398-4287

Dr. John Beck, Executive Director
Chicago Consortium of Colleges and Universities
2235 North Sheffield Avenue
Chicago, Illinois 60614

Darrell Bloom, Chairperson
Education Division
National College of Education
Evanston, Illinois 60201
Phone: 312/328-2713
Job description: Inservice and preservice education.
College: Michigan State - Clinical teacher education.
Expertise: Curriculum and instruction, teacher education, field-based staff development.
Available for workshops.
Projects: Staff development projects.
Other interests: International education.

Ron Blouin, Director
Special Education Department
Blue Cap School
2155 Broadway
Blue Island, Illinois 60406
Phone: 312/389-6578
Job description: Programming for 100 mentally retarded adults.
College: Loras College, Chicago State - SED, St. Xavier - School Administration
Expertise: T.M.H.
Not available for workshops.
Projects: Teacher centering.
Other interests: Sports, reading.

Mary Jayne Broncato
Joliet Public Schools
420 North Raynor Avenue
Joliet, Illinois 60435

Gloria Calovini, Director
Materials Development and Dissemination
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777
Phone: 217/782-2263
Job description: Director of Area Regional Resource Center for the Department of Specialized Educational Services, Illinois Office of Education, with inservice training responsibilities.
College: Washington University, St. Louis - B.S.; San Francisco State - M.S.; emphasis - special education.
Expertise: Special education.
Available for workshops that are Illinois Office of Education related.
Projects: State plan for Public Law 94-142, and comprehensive manpower training plan.
Other interests: Travel.

Michael Chiappetta
School of Education
Indiana University
Bloomington, Indiana 47401

Dr. Donald G. Christ, Educational Consultant
Program Services Team
Illinois Office of Education
Room 125, Buzzard Education Building
Eastern Illinois University
Charleston, Illinois 61920
Phone: 217/581-5320
Expertise: Communications and human relations training skills.
Projects: Develop centers for teacher education.
Other interests: Enjoy working with career education via creative dramatics (magic hats, etc.), photography.

Judy Christensen, Instructor
Elementary Education
Northern Illinois University
807 Ridge Road, Apartment 719
DeKalb, Illinois 60115
Phone: 815/753-0381
Job description: Instructor in elementary methods, supervise students.
College: State College in Wisconsin - B.S.; University of Wisconsin, Madison - M.S.; Northern Illinois University - Doctoral student. Emphasis on curriculum and instruction, educational leadership; produced videotape library for Methods classes.
Expertise: Preservice and inservice education.
Available for workshops.
Projects: Complete degree!
Other interests: Travel, conventions.

Mrs. Naomi Clay, Principal
1534 Greer Dell Road
Indianapolis, Indiana 46260
Job description: Principal of Elementary School #45, 2301 North Park, Indianapolis, Indiana 46205.
College: Indiana State University, Terre Haute; Howard University, Washington, D. C. Emphasis - education.
Expertise: Administration.
Available for workshops.
Projects: Develop a teacher center in my school.
Other interests: Needlecraft projects, grandchildren, church activities, travel.

Tim Coffey
7040 Mather
Chicago Ridge, Illinois 60415

Sharon Kay Cox, Educational Technologist
East Central Counties Regional Special Education Unit
345 West Main Street
Decatur, Illinois 62522
Phone: 217/429-0650
Job description: Coordinator for REMIS Centers (teacher centers, inservice) in 14 east central counties.
College: Southwest Missouri State University - B.S. Secondary Education; Eastern Illinois University - M.Ed. Instructional Media.
Expertise: Teacher centering, language master usage, media production, slide-tapes, making equipment use by teachers easy and exciting.
Available for workshops.
Projects: Establishing teacher centers, implementing an information sharing network among general and special education teachers for handicapped children, inservice training on site at the school.
Other interests: Grant money availability, innovative educational programs, media center

establishments, and keeping up with the exciting educational changes.

Ron Crowell
Department of Teacher Education
Western Michigan University
Kalamazoo, Michigan 49008

Kenneth Drum, Secretary-Treasurer
Illinois Federation of Teachers
15 Spinning Wheel Road, #124
Hinsdale, Illinois 60521
Phone: 312/986-0112

Dr. Roy Durst
Cooperative Educational Service Agency #12
412 East Slifer Street
Portage, Wisconsin 53901

Ron Early, Consultant
Professional Development - Human Rights Division
1216 Kendal Boulevard
East Lansing, Michigan 48823
Phone: 517/332-6551
College: Florida A & M; Lincoln University, Pennsylvania; Millensville State College, University of Rabat, Morocco - Ph.D.; Frankin and Marshall University of Michigan
Expertise: Multi-cultural education, human relations, early childhood.
Available for workshops on a limited basis.
Projects: Teacher centers, early childhood, compensatory education, vocational education.
Something special: Bilingual-Spanish.

Mrs. Margaret S. Estle, Teacher
2150 Half Day Road
Deerfield, Illinois 60015
Phone: 312/234-1946
College: M.S. - Supervision and administration; thesis on teacher centers.
Expertise: Primary education.
Available for workshops.
Projects: Teacher center development in home-school area with college collaboration.
Other interests: Many slides of kindergarten programs which have been used for parent groups.
Something special: Active participant in planning a township program, "Focus on Teachers."

Barbara Everett
908 West Main Street
Waupun, Wisconsin 53963

James E. Everett, Jr., Program Assistant
C.E.S.A. No. 13
908 West Main Street
Waupun, Wisconsin 53963
Phone: 414/324-4461
Job description: Develop and manage media for 17 school districts.
College: Chicago Teachers College
Expertise: English, history, management, and media.
Available for workshops.
Projects: Developing a media center to cover about 100 school districts.

Thomas M. Feeley, Jr., Field Representative
Chicago Teachers Union
201 North Wells Street
Chicago, Illinois 60606
Phone: 312/346-1823
Job description: Organizing and servicing members.
College: John Carroll University; Loyola University -

B.A., M.Ed.

Expertise: Elementary teacher since 1960, union work since 1970.

Possibly available for workshops.

Dr. Thomas C. Fitch
216 Concord Drive
Normal, Illinois 61761

Joan Gander, Parent Advocate
5453 North 39th Street
Milwaukee, Wisconsin 53209
Phone: 414/463-7111
Job description: Parent and student advocate.
College: University of Wisconsin - curriculum and instruction.
Expertise: Junior high school art teacher; zoology.
Available for workshops on education reform and human relations.
Projects: Writing master's thesis on teacher centers and establishing one or more.
Something special: Custer Cluster chairman; committee of 100 for integration in Milwaukee.

Louise Giesecke, Educational Specialist
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777
Phone: 217/782-4336
Expertise: Mini-workshops on media and materials usage, Services for the visually impaired, career education for children with special needs, German language and literature.

Kat Gootee
Professional Development Center
Education Building, Room 335
Indiana University
Bloomington, Indiana 47401

Gordon Hansen
Interstate Project
Wisconsin Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

Bud Harty, Associate Director
Department of Teacher Education
Education Building, Room 323
Indiana University
Bloomington, Indiana 47401
Job description: Coordination, evaluation, proposal writing, teacher.
College: Wilkes College - B.S.; State University of New York - M.S.; University of Pennsylvania - M.Ed.; Syracuse University - Ph.D.; written approximately 15 journal articles and 17 funded proposals.
Expertise: Grantsmanship (proposal writing), science education, external evaluation of funded projects, instrument construction, research designs.
Available for workshops.
Projects: Redefining and reorganizing a Division of Teacher Education.
Other interests: Fishing, landscaping, golf.

Dr. Ron Hasch, Co-director
Newcastle Teacher Center
Ball State University
Muncie, Indiana 47306
Job description: Assistant professor, center co-director.

College: Millersville State, Pennsylvania - B.A., M.A.; State University, Buffalo, New York - Ed.D.; instruction content reading, social education; written an article on content reading.

Expertise: Instruction, reading.

Available for workshops.

Projects: Teacher center project, consultant in content reading.

Other interests: Sailing.

William M. Hering
Teachers' Centers Exchange
Far West Laboratory
1855 Folsom Street
San Francisco, California 94103
Phone: 415/565-3108

Job description: Work with centers nationally, help networking among centers, keep up-to-date on centering.

Limited availability for workshops.

Projects: Networking center activities.

Jean Hermann
506 West Oak Ridge Drive
Traverse City, Michigan 49684
Phone: 616-946-8052

Job description: First-grade teacher, Traverse City Public Schools.

College: Northeastern Illinois University, Chicago State University - B.A.; Michigan State University.

Expertise: Learning disabilities, E.M.I.

Not available for workshops.

Projects: Starting a teacher center in the Traverse City area.

Linda Hinton
School of Education, Room 309
Indiana University
Bloomington, Indiana 47401

Dr. Richard Hofstrand, Head Consultant
Inservice Staff Development - Vocational Education
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777
Phone: 217/782-7084

Job description: Grants administrator and consultant for inservice staff development.

Expertise: Process of LEA-based inservice education; preparation and negotiation of proposals and grants.

Available for workshops.

Projects: Statewide planning of a system for LEA-based inservice.

Other interests: Racquet ball.

Thomas C. Holland, Assistant Secretary-Treasurer
Illinois Federation of Teachers
15 Spinning Wheel Road
Hinsdale, Illinois 60521
Phone: 312/986-0112

Ron Horn, Graduate Assistant
Ball State University
Muncie, Indiana 47306
Phone: 317/285-1975

Job description: Ball State University and Newcastle Teaching Center.

College: B.S. in social studies; presently working on M.S. at Ball State.

Available for workshops.

Projects: Working at the teacher center.

Anne Hyman, Director
Kopp Center of Continuing Education
606A South Boulevard
Evanston, Illinois 60202
Phone: 312/491-0550

Job description: Program developer for inservice training workshops.

College: University of Chicago; published Innovative Group Work in Continuing Education, 1973.

Expertise: Affective education, particularly Group Dynamics, coping skills, and effective communication skills.

Available for workshops.

Projects: To interest more educators in continuing education, working with the whole person, and devising strategies for improvement.

Other interests: I enjoy experimenting with new learning and teaching methods.

Something special: I'm devoted to working for enhancement of people and community potential.

Mrs. D. Janovsky
James Ward Public School
2701 South Shields
Chicago, Illinois 60616

Alan K. Jones, Educational Consultant
Program Services Team
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777
Phone: 217/782-2826

Expertise: Planning inservice training, curriculum planning, workshops on metrics and P.E. techniques.

Available for workshops.

Dr. Ralph J. Kester, Chairman
Department of Education
Greenville College
Greenville, Illinois 62246
Phone: 618/664-1840

Job description: Direct the teacher education program and teach education courses.

College: Indiana University; emphasis in curriculum, instructional development, social and organizational psychology; research reports and articles concerning how change does and should occur.

Expertise: Project management, evaluation of programs, training of educational managers, community education, and career education.

Available for workshops.

Projects: Develop programs in teacher education, serve as a consultant in community education and career education, and train educational managers.

Something special: I have a broad background in teaching (10 years in elementary and secondary), research and development (5 years), and teacher education (2 years).

Vickie Korey, Coordinator
Teacher Peacher
650 Ridge Avenue
Elk Grove Village, Illinois 60007
Phone: 312/593-4161

Job description: Teacher and coordinator for center activities, in charge of initial set up, public relations, ordering of materials, and workshop coordination.

College: University of Illinois - B.A.; IGSE, Cali-

fornia State University, Northeastern Illinois University.

Expertise: Make and take activities, board and non-board games, electrical quizboards, and puppet stages and puppets.

Projects: Teacher centering and negotiating school contracts.

Other interests: Plants, cooking, needlework, teacher advocate of rights.

Something special: A teacher advocate in all areas of development - inservice, rights of representation, and growth.

Jim Kregg
5003 West Berteau
Chicago, Illinois 60641

Dr. John Lawrence, Program Administrator
Teacher Certification
Wisconsin Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53717
Phone: 608/266-1027

Job description: Responsible for all aspects of teacher certification.

College: University of Wisconsin, Madison - B.S.; University of Northern Colorado - M.S.; University of Wisconsin, Madison - Ph.D.

Expertise: School administration, teacher education, performance based teacher education, and certification.

Available for workshops.

Other interests: Sports and reading.

Dr. Al Leonard, Assistant Professor
308 Lewiston Road
Kettering, Ohio 45429
Phone: 513/298-3260

Job description: Teacher and student teacher supervisor.

College: Wright State University, Dayton, Ohio; emphasis on secondary teacher education and foundations, development of alternative careers for teachers; collaborated on a "National Study of the Teacher Center Movement in American Education."

Expertise: Secondary social studies education, educational foundations, teacher centers.

Projects: Chairing committee to develop alternative programs in education not focusing on certification of teachers.

Margie A. Lerch, Coordinator
Lincoln Educational Center
1776 East Washington Avenue
Urbana, Illinois 61801
Phone: 217/384-3680

Expertise: Language experience; approach to reading through children's bookbinding in the classroom.

Available for workshops.

Philip Makurat, Director
Wisconsin Math Teacher Center
3031 Winther Hall
University of Wisconsin at Whitewater
Whitewater, Wisconsin 53190
Phone: 414/472-1135

Job description: Direct the teacher center, assistant professor.

College: University of Wisconsin, Chairman of secondary education, Coordinator of research and funding, publications - "Arithmetic Teacher."

Expertise: Mathematics, human relations.

Projects: Metric education, math teacher center, criterion-referenced curriculum, and computer technology in education.

Other interests: Farming, classic cars.

Margaret Marron, Reading Consultant

Arlington Heights, Illinois 60004

Phone: 312/398-4218

Job description: Reading consultant for the school system; also work with the Arlington Heights Teacher Center.

College: Eastern Illinois University; Northwestern Illinoic University; University of Chicago; emphasis on guidance and reading.

Expertise: Staff development for teachers.

Not available for workshops unless on an exchange basis.

Projects: Improving teacher centering.

Other interests: Sewing, swimming, sales work.

Something special: Taught in rural school, had grades 1-8.

Dr. Mary Ellen Martin, Educational Consultant

Program Services Team

Illinois Office of Education

23433 South Western #3115

Park Forest, Illinois 60466

Phone: 312/747-1846

Job description: Service school districts in Kankakee County in areas of curriculum, teacher inservice, and Title programs.

College: Iowa Wesleyan - B.A.; Northwestern Illinois University - M.A.; University of Illinois - Ph.D.; emphasis on curriculum development and evaluation.

Publications: "How Do Students Feel About the Writing Process," "Evaluation of Leal Elementary School Parent Choice Programs," and "Follow-up Study of 1974 Graduate of Champaign High Schools."

Available for workshops.

Projects: Research in difficult learnings (6-7-8) in English.

Other interests: I'm interested in teacher education and curriculum assessment and development, mainly secondary education. I like to travel, read, and enjoy music, especially jazz.

Donald R. McComb

National Education Association

1201 - 16th Street

Washington, D. C. 20036

Olivia McGee, Teacher

3656 Nobscot Court

Indianapolis, Indiana 46208

Phone: 317/926-9057

Job description: Elementary teacher - sixth grade.

College: Indiana University - graduate student.

Not available for workshops

Projects: Find out about teacher centers.

Sharon S. Meier, Media Materials Specialist

Southwest Area Learning Resource Center

Box 3AM, New Mexico State University

Las Cruces, New Mexico 88003

Phone: 505/646-1017

Job description: Provide media/materials training and support services to individuals working with the handicapped in six southwestern states.

College: University of New Mexico; New Mexico State University - Elementary education. Publications: Including the Kitchen Sink, SWALRC NMSU; Cooking Up a Workshop, SWALRC NMSU.

Expertise: Materials for handicapped; teacher-made

materials; System FORE training; adaptation of materials; training and setting up workshops.

Available for workshops on a limited basis.

Projects: Preparing a training kit for districts/states which wish to establish learning resource centers; writing a second volume of construction and use of teacher-made materials; writing a training package on effective training skills.

Other interests: Personal - music (active and passive participation), theater presentations, antiques, and collectables.

Martie Miller, Elementary Teacher
1820 Bromilow
Las Cruces, New Mexico 88001
Phone: 505/522-3010

Job description: First grade classroom teacher.

College: University of New Mexico at Albuquerque - Elementary education.

Expertise: Cooperating teacher; preparation of instructional aids, teaching aids, and unique student-work activities.

Not available for workshops.

Projects: Consultant/I.O.T.A.

Other interests: The writing of a program for teaching listening skills.

Something special: My sincere desire is to help teachers improve instruction and to experience the joy of teaching children.

Donna Morris
Education Resource Center
3171 North Halstead
Chicago, Illinois 60657
Phone: 312/935-1151

Job description: Member of the Board of Directors for the Education Resource Center; Inservicing teachers in their own classroom.

Expertise: Individualized instruction, developing a teacher center in a public school.

Available for workshops.

Dr. Carl J. Moser, Assistant Professor of Education
7400 Augusta
River Forest, Illinois 60305
Phone: 312/771-8306

Job description: Supervise student teachers, teach curriculum courses and introduction to education courses.

College: University of Florida - curriculum and instruction - dissertation related to pupils' opinions about teacher's disciplinary methods.

Expertise: Curriculum, discipline, non-public schools.

Something special: Classroom elementary school teacher for 18 years.

Cecilia Muckelroy, Educational Consultant
Program Services Team
Illinois Office of Education
State Office Building
701 North 18th, Second Floor
Mt. Vernon, Illinois 62864
Phone: 618-242-1676

Job description: Plan inservice for assigned school districts.

Expertise: Workshops on instructional television and media utilization in the classroom, teacher-prepared materials individualization.

Available for workshops.

John Mulholland
Northwestern Illinois Association
655 Geneva Road
St. Charles, Illinois 60174

Dr. Dennis Myers, Director
Teacher Education Center
University of Toledo
2801 West Bancroft
Toledo, Ohio 93606
Phone: 419/537-2063
Job description: Direct the center, teach graduate courses in educational media and technology, teach in a competency-based teacher education program.
College: Washington State University - B.S.; Syracuse University - M.S., Ph.D. - Teacher education, educational technology, instructional development.
Expertise: Management - Organization/Personnel; evaluation, instructional development, research, learning/instruction in media production, learning hierarch construction/validation.
Available for workshops.
Projects: Teaching adults to read, staff development to Toledo area educators.
Other interests: Pottery, backpacking, gardening.

Marcella Nerbovig
Department of Elementary Education
Northern Illinois University
DeKalb, Illinois 60115

Beverly Norris, Director
McKinley Park Staff Development Center
Joliet Public Schools
420 North Raynor
Joliet, Illinois 60435
Phone: 815/723-2235

Thomas F. O'Brien, Media Resource Coordinator
School District #21
999 West Dundee Road
Wheeling, Illinois 60090
Phone: 312/537-8270
Expertise: Knowledge of mechanics of PPBS process; media production; filmstrips; bleaching old film and teaching kids to make their own, transparencies slides, videotaping and equipment, instruction of all kinds; and learning center development.
Other interests: Bowling and camping.

William H. Ott, Director
Educational Regional Association
400 North Raynor Avenue
Joliet, Illinois 60435
Phone: 815/727-6431

Genie Pederson, Curriculum Specialist
Title I - REMIS
33 West Grand Avenue
Chicago, Illinois 60610
Phone: 312/467-6340
Job description: Custom build curriculum for special education sites.
College: St. Mary's, South Bend - Elementary education; University of Wisconsin - M.S.
Expertise: Curriculum development on all levels, staff development programs, resource-finder.
Projects: Develop and implement curricular programs within our Title I facilities, inservicing.
Something special: Have worked at all levels of

education; elementary, secondary, and university, and in private, parochial, and public education in federal, local, and archdiocesan programs.

William A. Peters
St. Xavier College
103rd and Central Park Avenue
Chicago, Illinois 60655
Phone: 312/779-3300
Job description: Teacher trainer.
College: University of Tennesse; Northwestern Illinois University.
Expertise: Secondary teacher preparation, social studies education, multi-cultural education, and law-focused education.
Available for workshops.
Projects: Teacher center.

Edward Praxmarer, Director
Professional Development and Resource Center-South
7935 South Honore
Chicago, Illinois 60620
Phone: 312/874-9300

Roger Rezabek, Educational Technologist
Western Illinois Association
850 Mulberry Street
Galesburg, Illinois 61401
Phone: 309/342-5126
Job description: Circulate resources, conduct and facilitate workshops, and produce materials for eleven counties.
College: Eastern Illinois University - B.A. Math; M.A. Instructional Media.
Expertise: Media, photography, broadcasting, Air Force radio, and television productions.
Available for workshops.
Projects: New catalog of REMIS collections (materials); proposal for teacher center network.
Other interests: Backpacking.
Something special: Attempting to be independent - food, energy, and other natural resources.

D. Richardson, Librarian
School District #64
2000 Lewis Avenue
North Chicago, Illinois 60064

Larry F. Rickey
1417 - 39th Street, Southeast
Cedar Rapids, Iowa 52403

C. James Rohe, Jr.
Assistant Superintendent, Kankakee County
410 South Cryer
Bourbannaise, Illinois 60914

Marcia Rossi, Educational Technologist
West Central Program
730 East Vine Street
Springfield, Illinois 62703
Phone: 217/525-3022
Job description: Media/materials consultant, workshop coordinator, and public awareness director.
College: Illinois State University - Special Education; University of Oklahoma.
Expertise: Learning disability, behavior disability, and educably mentally handicapped.
Available for workshops.
Projects: Teacher center.
Other interests: Photography, biking, and sewing.

Virginia Schnepf, Professor
Rock Island Teacher Education Center

2424 - 41st Street

Moline, Illinois 61265

Phone: 309/764-4680

Job description: Professor in preservice.

College: Iowa, Chicago, and Illinois.

Expertise: Social studies and reading.

Available for workshops in reading, social studies, and community involvement.

Projects: Inservice - developing a teacher education (preservice) center that is relevant to students.

Other interests: New materials in social studies.

Judith Schultz, Director

The Teacher Place

380 North Pine Street

Burlington, Wisconsin 53105

David Schwartz, Educational Psychologist

St. Xavier College

103rd Street and Central Park West

Chicago, Illinois 60626

Phone: 312/764-0328

College: St. Xavier College, Chicago - Educational Psychology; State University of New York, Brockport - Alternative Education.

Expertise: Psychology; construction of alternative education models.

Available for workshops.

Barb Sirotin, Director

The Teacher Center

Arlington Heights District #25

301 West South Street

Arlington Heights, Illinois 60004

Phone: 312/398-4287

Bob Skeway, Supervisor

Inservice Education and Staff Development

Bureau for Teacher Education and Certification

Wisconsin Department of Public Instruction

126 Langdon Street

Madison, Wisconsin 53702

Phone: 608/266-3803

Marcia L. Smith, Educational Consultant

Program Services Team

Illinois Office of Education

P. O. Box 625

DeKalb, Illinois 60115

Ken Smucker, Supervisor

Diagnostic Services for SIRSEA

2110-B Troy Road

Edwardsville, Illinois 62025

Phone: 618/656-7555

Job description: Supervise diagnostics of preschool and low-incidence handicapped children, administer speech and language evaluations, and coordinate the REMIS program for SIRSEA.

College: Wichita State University - B.S. Speech Pathology; Indiana University - M.S. Special Education.

Expertise: Speech and language testing and development, particularly involving the preschool child.

Available for workshops.

Yvonne L. Sokolski

322 East Lake Street

Silver Lake, Wisconsin 53170

Jim Sprengel, Media Specialist
Educational Service Region
Courthouse Annex
Carlyle, Illinois 62231
Phone: 618/594-2432
Job description: Supervise media centers for the Clinton/Washington County ESR.
College: B.A. - Education and L.A.R.; M.A. - Education Administration.
Expertise: Multi-media/materials.
Not available for workshops.
Projects: Investigating community education, teacher centers, adult education, and library funding.
Other interests: Flying - I'm trying to get a private pilot's license.

Mary Ellen Sronce, Coordinator
Lincoln Education Center
Urbana School District #116
1776 East Washington
Urbana, Illinois 61801
Phone: 217/384-3680

Mary Stecklewicz
Assistant Coordinator of Personalized Learning
Chicago Consortium of Colleges and Universities
2235 North Sheffield
Chicago, Illinois 60614
Phone: 312/549-4690
College: DePaul University - B.S. Elementary Education; Loyola - M.Ed. Curriculum and Instruction.
Expertise: Personalized learning.
Available for workshops.

Gail Stephens, Teacher
Center Line Public Schools
6775 Ten Mile Road
Center Line, Michigan 48015
Phone: 313/757-7000
Job description: Elementary teacher who developed Center Line Teachers' Center.
College: Wayne State University - candidate Ed.D. - curriculum development.
Expertise: Developing local linkage agencies, LEA needs assessment, curriculum training.
Available for workshops.
Projects: Bringing expertise together from teachers' associations, local and state authorities, and higher education for improving instruction.

George Stevenson, Educational Specialist
Comparability, Title I
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777
Phone: 217/782-6035

Barbara Tafelski, Coordinator
Teacher Learning Center
25 N Dempster
Des Plaines, Illinois 60016
Phone: 312/297-6822
Job description: Resource person for teachers, give workshops.
College: Work with National College of Education in connection with offering workshops for graduate credit.
Expertise: Preschool, math, language arts, how to set up a teacher center, and some learning disabilities.

Available for workshops.

Projects: Setting up summer sessions for the Teacher Learning Center.

Other interests: Very interested in preschool education, reading - learning disabilities, travel, and photography.

Gretchon Thomas
Teachers' Centers Exchange
1855 Folsom Street
San Francisco, California 94103
Phone: 415/565-3101

Jacqueline B. Vaughn
201 North Wells Street
Ninth Floor
Chicago, Illinois 60606

Sr. Betty Voss, Chairperson
Education Department
Mundelein College
6363 Sheridan Road
Chicago, Illinois 60626
Phone: 312/262-8100
Job description: Administrator of the department teaching education methods, and supervisor of elementary teachers.
College: Clark College - B.A.; University of Northern Colorado.
Expertise: Reading, supervision, human relations.
Available for workshops.
Projects: I'm writing two articles - one on field-based reading method courses and the other on cars in society.
Other interests: Hiking, community life, ecology, simple life styles, and a liberal arts education.

W. Scott Westerman, Jr., Head Professor
Department of Curriculum and Instruction
Eastern Michigan University
Ypsilanti, Michigan 48197
Phone: 313/487-3260
Job description: Mostly administrative - teach an occasional course in curriculum, especially secondary.
College: Northwestern - B.A.; University of Michigan - M.A. and Ph.D.
Expertise: Former public school administrator (assistant superintendent for instruction); primary interest is in staff development and curriculum.
Available for workshops.
Projects: Relationship of universities to teacher centers.
Other interests: Music, cars, church activities.

Patricia Orr White, Assistant Dean
College of Education/Coordinator of Off-Campus Coursework
Illinois State University
Normal, Illinois 61761
Phone: 309/438-8669
Job description: All-purpose administration for the College of Education; coordination of off-campus offerings.
College: DePaul University - B.A.; Illinois State University - M.A. English, Ph.D. expected 8/77 in education administration; publications on world literature and student development.
Expertise: Adult and continuing education, staff development in community colleges and in our own College of Education, children's literature.
Available for workshops.
Projects: Grant writing coordination and assistance

for faculty development planning in schools and districts.

Other interests: Children's literature, finance, and higher education.

Dorothy Woods, Educational Specialist
Program Services Team
Illinois Office of Education
188 West Randolph Street, Sixth Floor
Chicago, Illinois 60601
Phone: 312/793-2220

Expertise: Classroom learning centers, teacher-prepared materials, individualizing, reading, teacher centers, workshop coordination, and utilizing media for inservice.

Available for workshops.

Mrs. Wilma Lee Wollard, Media Specialist
Elementary Laboratory School
Illinois State University
Normal, Illinois 61761
Phone: 309/438-2362

Job description: Coordinator of audiovisual production for teachers and students; work with teachers to help and advise in developing and utilizing media.

College: Shurtuff College, Alton, Illinois - B.A.; Illinois State University.

Expertise: Library/media.

Not available for workshops.

Projects: Developing a total media program for teachers and students.

Other interests: Music.

Something special: Currently writing a thesis on Combined School/Public Library Concept: Will it Work?

Robert E. Yager, Professor
Science Education Center
University of Iowa
Iowa City, Iowa 52240
Phone: 319/353-3600

Job description: Director of Iowa Assistant Inservice Curriculum implementation programs.

College: University of Northern Iowa - B.A.; University of Iowa - M.S. and Ph.D. Science Education Research.

Expertise: Science programs, curriculum materials.

Available for workshops.

Projects: Model preservice, building workshops for science, math, and social studies.

Other interests: Travel, school evaluation, plants, and landscaping.

Alda Young, Director
Library Media Services
114 West Union
Wheaton, Illinois 60187
Phone: 312/668-8295

Job description: Responsible for 22 schools, K-12, media needs, processing centers, School Community Resource Center director.

College: Northern Baptist College - B.A.; Northern Illinois University - M.S. Education.

Expertise: Library, media.

Available for workshops.

Projects: Pilot continued funding for [illegible].

Other interests: Travel, needlepoint, and reading.